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ABSTRACT

This issue presents articles which, in some way, help to clarify and define library services. It is hoped that this clarification in library service will serve to secure the resources libraries need to serve the people of New York. The following articles are presented: (1) Introduction: "Clarifying and Defining Library Services" (Joseph F. Shubert); (2) "The Democratic Heritage for This and New Generations" (Mario M. Cuomo); (3) "Libraries and the Learning Society, or Great Expectations" (Thomas Sobol); (4) "Clarifying and Defining Library Services" (Fernando Ferrer); (5) "The New York and White House Conferences on Library and Information Services: How Will They Affect Public Policy and Services?" (Peter R. Young); (6) "On Being Atavistic, Computerate and a Literary Beach Bum: An Argument on Behalf of the Past" (William Kennedy); (7) "Libraries and the Reformation of Higher Education" (H. Patrick Swygert); (8) "Libraries and Educational Reform: Access Is Ownership" (Geoffrey Marshall); (9) "The Role of Libraries in a Diverse State" (Lucille C. Thomas); (10) "Surveying the Landscape" (Joshua Cohen); (11) "What Is at Stake at the White House Conference" (Richard C. Wade); (12) "Libraries in Cities" (R. Kathleen Molz); (13) "Following Dewey's Paths" (Walter Cooper); (14) "Native American Libraries and Their Library Systems in New York State" (Joseph F. Shubert); (15) "The Seneca Nation Libraries" (Ethel E. Bray and Midge Stock); (16) "Why Public Library Districts?" (Joseph Eisner); (17) "Report and Recommendations of the 1991 New York State Library Visiting Committee"; and (18) "Report of the Governor's Conference on Library and Information Services." (MAB)

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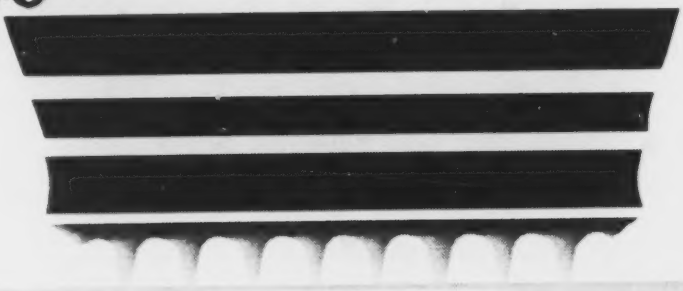

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CLARIFYING AND DEFINING LIBRARY SERVICES

The theme for this issue of *The Bookmark* is taken from a talk Fernando Ferrer, the Bronx Borough President, gave at the November 1990 Governor's Conference on Library and Information Services. Mr. Ferrer emphasized that we must clarify and define library services if we are to secure the resources libraries need to serve the needs of the people of the State. Each of the articles in this issue, in some way, helps to clarify and define services. Mr. Ferrer focuses particularly upon literacy and several other writers represented here deal with other aspects of library service.

In addition to papers presented at the Conference by Governor Cuomo, Commissioner of Education Sobol, Peter Young, William Kennedy, Patrick Swygert and Geoffrey Marshall, this issue includes three important papers presented at hearings conducted by the Governor's Commission on Library and Information Services in July 1990. These are by Lucille Thomas, Josh Cohen and Kathleen Molz. This series of articles concludes with "What is at Stake at the White House Conference," an essay, by Richard C. Wade, Chair of the Governor's Commission on Libraries.

This issue also includes three other presentations from fall 1990: Regent Walter Cooper's address to the November New York Library Association conference on recruitment, education and retention of librarians; and statements Ethel Bray, Midge Stock and Joseph F. Shubert presented at a National Commission on Libraries and Information Science hearing in Hartford, CT, in October. The hearing, one of several held in regions of the country, was conducted by the NCLIS Committee on Library Service for Native Americans. The fourth special article is a paper by Joseph Eisner on public library districts.

Finally, this issue includes three reports: The 1990 Federal Library Services and Construction Act report for New York State, the January 1991 report of the New York State Library Visiting Committee, and the report of the Governor's Conference on Library and Information Services. We are indebted to Marian Crounse for her work as director of the Conference, who prepared the official report of the Conference for the Federal government, upon which this report is based. The Spring 1990 issue, "Conference Briefs" includes other papers and information relating to the Governors Conference.

Joseph F. Shubert
Editor

THE DEMOCRATIC HERITAGE FOR THIS AND NEW GENERATIONS

By Governor Mario M. Cuomo

This Conference on Library and Information Services ranks among the most significant of conferences on this year's calendar. I am grateful, and how grateful the people of the State ought to be, that such an impressive group as this is willing to give valuable time to protect and to advance one of our society's important institutions. The process that brought you here is also significant. In most other states, delegates to their conference were appointed; the bulk of our delegation, however, was elected by fellow citizens. This elective process gives special authenticity to the message that you bring to the White House Conference.

The members of the Commission on Libraries have prepared an excellent agenda, and the entire event shows the efficacy of the leadership of our excellent chairman, Richard Wade. Over the years he has been successful at almost everything he has put his hand to, except my political career. I have had some success in recent years but in the early days, when it was just Dick Wade, myself and a handful of other improbabilities struggling against forces larger than we understood, I didn't have a whole lot of success.

Perhaps Dick Wade and I are unique in having served together in the largest number of defeats in a three-month period in the history of this State: we lost three times to Ed Koch in 1977 in a period of only three months. They said it couldn't be done, but we did it! We lost the primary, we lost the run-off that we had just barely made in the primary and, then, just to cap our extraordinary experience, we lost the general election. So we had three defeats in as many months.

I can tell you, however, that none of that had anything to do with Dick Wade. It did have a great deal to do with the kind of clumsy transition from my pristine condition as a normal human being, practicing law, lecturing, making a living and trying to change abruptly into a political creature. That has never, never been easy for me, I'm still working at it! In those days I had singular lack of success but, again, it did not have anything to do with Professor Wade. Over the years he has proven himself willing, again and again, to put his estimable talents and energy to work for the State and the nation and he has done it so successfully. He is, as you know, a distinguished historian, a distinguished professor of history at the City University of New York, an author, a political scientist, and a student as well as a participant in the process of government. He has written with sensitivity and deep understanding on the nature of urban America, he has lectured, he has taught all around the globe — and he is in every way superbly suited to chair this Commission. I thank him for having agreed to do so.

OUR HERITAGE

And so, considering the quality of this leadership and of the Commission members, the excellence of the conference agenda is no surprise. Nor is it too much to expect that your assessments of the present condition of libraries, together with your recommendations for improvement, will have a beneficial effect, soon, and for a considerable period into the future. You will, of course, be acting on a premise that traces back to the founding of this nation. The new nation was, as we all know, a unique experiment in self-government based on popular participation. The founders understood that a democratic society — the strength of which was to be its people — would require a literate and informed citizenry just to survive.

The founders understood that a democratic society — the strength of which was to be its people — would require a literate and informed citizenry just to survive.

We were also, from the outset, a country of immigrants. In the words of Walt Whitman, "a nation of nations" — people from all over the world with different languages, religions, races and national traditions. And as we look back at our origins, it is good to remind ourselves that in building our national foundation we invented — and New York, pioneered — the public school and the public libraries to create what a French traveler called, "this new man — this American."

The idea was nothing less than revolutionary — free access to books, newspapers, magazines for every citizen. In their own neighborhoods, citizens would have a free library offering the printed treasure of all civilizations —

and the records of publicly elected officials, as well. Everywhere else in the world, this was a high privilege reserved for the elite, but not here.

Over the decades our libraries have realized the promise of their founders: they remain free, open to all, a gift that we never ought underestimate and that we ought never to view as anything less than priceless.

We have tried not to forget in New York State. In this State we have kept library support among our top priorities. Since 1982-83 — let me pause, I am going to give you the percentage of increase in the State aid for libraries since 1982-83, but if you see me smiling it is because I recall now something that Professor Wade wrote (this shows you what a good politician will do). In order to make the point of how desperately we need help for libraries, Wade doesn't start in 1982 or 1983 when I started and therefore he does not include the $40 million I gave you. He starts instead in 1986 and properly points out that in the last four years the assistance has been static, not withstanding the growth of inflation. He's right, this is a man who is thinking all the time! But having learned from losing to Ed Koch three times in just a matter of months, I read Wade very carefully. So, I wrote into my text a larger truth, which is that since 1982-83, State aid has increased by nearly 70 percent. That, ladies and gentleman, is more than twice the rate of inflation. Library assistance has grown about two and a fourth times the inflation rate.

THE CONFERENCE AGENDA

This conference gives us the chance to reaffirm our commitment and a chance to seek support from the national level. During the next two days you will present, debate and develop recommendations to prepare our delegation to the White House Conference — and prepare our library system for the years and the decades ahead as well. The themes are fundamental: democracy, productivity, literacy and the role of libraries in a diverse society.

Democracy serves nicely as a first priority. Historically, libraries, along with the schools, have helped open the benefits of this land to millions of newcomers, introducing them to a heritage of rights that they never had known and perhaps never even dreamed of. The present generation of newcomers deserves the same attention and our libraries welcome the challenge of serving these most recent Americans.

Productivity also has been a traditional element of the library's mission. Libraries, reservoirs of the newest information, the latest instructive manuals and current employment possibilities, have helped improve generations of American labor. In the decades ahead we will need a new, more highly trained, more literate labor force to continue New York State's historic leadership in the newest technologies. Libraries will be indispensable. Already, they not only provide users with the most advanced equipment, they've also established a network system that makes it possible for current information to be available in the most remote parts of the State, as well as in our largest metropolis.

In our own State there are at least 2 million functionally illiterate adults — think of it, perhaps 25 million in the nation!

The promotion of literacy has, of course, always been a primary goal of our public libraries. This function was never as important as it is today. In our own State there are at least 2 million functionally illiterate adults — think of it, perhaps 25 million in the nation! These are grown men and women who cannot read a newspaper or write a check, make out a census form, apply for a job or job training, or even understand their children's report card. The cost to society is estimated conservatively to be $200 billion a year in lost employment, welfare payments, Medicaid, incarceration, assorted entitlements. In New York alone the price is over $20 billion annually. Beyond the dollar dimension is the tragic fact that these people, and inevitably their children, are cut off from the most elementary contacts with our rich and diverse society.

THE FRUSTRATION OF ILLITERACY

If I can pause to share a personal experience that comes back automatically: my mother and father were illiterate. I was not so quick to tell audiences that 20 years ago — I've learned a great deal in that period and now I share this story with audiences every chance I get to make this point. They were illiterate in two languages and somebody once accused them of that jokingly, "You never learned anything in a school room in Italy and you never learned anything in a school room here." It was literally true, they never learned to read and write in Italian or in English.

My father was a ditchdigger. That is not a euphemism for a bank clerk. He was a ditchdigger in Jersey City, New Jersey. He came over about the time of the Great Depression and it was all he could do. He had no high skills like my father-in-law who was a carpenter, he was just a laborer. So they gave him a shovel and, as he described it, he kissed the shovel because it was a chance to earn his own bread. He later moved up to acquire a grocery store, thanks to the good graces of a man by the name of Kessler who helped teach my mother how to count. But my father was always illiterate. It is to this day an astonishment to me that he and my mother were able to run a grocery store in a polyglot community of Greeks and African Americans and Hispanics and Portuguese. My parents

communicated with all of them. I think mostly they did it with their hands, their chins, their faces and numbers in a book — the credit book.

I often think of my mother and father — I remember my father the day the teacher came to our grocery store from school. The teacher came through the door and my father knew instantly this was not one of his regular customers. She was better dressed and even had color on her lips, yes, an extraordinary thing in our community. In Italian, he said to my sister, who was behind the marble counter, "Who is that?" My sister said, "That's Mario's teacher, Mrs. Gubo." So my father called me:

"Mario!"

I came and stood next to him. He wore his white apron with the sides all marked up from his fingers and the change he carried in the pocket in the front of the apron.

Bean! — he smacked me with the back of his hand, without a word!! I started crying and he ordered: "Back of the store." I went to the storeroom so he could deal with the teacher.

Mrs. Gubo said, "Mr. Cuomo, I'm here to tell you that your son should be skipped." This was translated by my sister, who explained that what Mrs. Gubo was saying is that you ought to take Mario from the class he is in and put him in another class because he is doing very well.

"That's good?"

"Yes, that's very good."

"O.K. tell her she can skip him, she can do whatever she wants as long as it's good."

I often think about that incident and how my father came to the back of the store to explain it to me. I don't know how many of you are blessed to be parents, but each time I think of the difference between how my father handled that situation and how I might handle it. If that happened to me or to you now; if you struck one of your kids and you discovered you were wrong — you actually struck them and, on top of that, you were wrong, you so misjudged them — you would need a therapist or a psychiatrist. You would probably fall on your knees and beg for forgiveness, you might even buy them a BMW. You might not be yourself for a month, maybe for a lifetime. Not my father! My father came back to the storeroom. He was about five-foot-five, and he came back limping because he had a bad hip and he said, in Italian, of course:

"Now, you knew she was going to tell me about the skip. I didn't know that and I hit you. You think I was wrong for hitting you."

"Pa, what do you want from me, you hit me."

"Well, now wait a minute — you think I was wrong. What would you have done if the teacher came in like that? Of course I figured something was wrong. Teachers don't come to give you good news. They come to tell you your kids are in trouble. That's what teachers are for. They don't give you good news, they give you bad news if you're a parent. Do you understand?"

"Yes, I understand that, Pop."

"And if that doesn't work, remember this — think of all the rotten, lousy things you ever did when I didn't catch you!"

So I remember Papa and I remember Mama and I remember them behind the marble counter the time the salesman came in and they wanted to say something to him and my sister wasn't there, and they couldn't get the words out. They couldn't explain themselves. My father bit his lip and cried because of the frustration of not being able to communicate in English with the salesman. Imagine not to be able to read a newspaper in the war years when you didn't have time to listen to the radio because you were working behind the counter. Imagine wanting at least to pick up a paper and you couldn't read *Il Progresso* because you couldn't read Italian, and you couldn't read *The New York Times* because you couldn't read English.

My parents spent their whole lifetime putting money away in bank accounts labeled "Maria, Andrea Cuomo — in trust for Mario Cuomo." Why? So that I could get an education. So that I could learn to read, I could learn to write — that would open all the doors. That's where they came from.

But still there is no organized national focus on literacy, no national policy, no concerted national program, and there should be.

That was illiteracy. It was one thing then when waves of people came from overseas, many of them no better off than my mother and father. It was one thing then to suffer through illiteracy in a society that tolerated it. But imagine today — 25 million people like my father and mother, 25 million of them with all the strength and all the power that we've amassed in this nation. It is wrong. The loss to our nation and the tragic frustration of illiteracy cannot be tolerated.

There's a growing awareness of the problem and of its toll. Volunteers in New York State are doing heroic work, and trade unions, colleges, libraries have literacy programs. Our nation's first lady Barbara Bush, God bless her, has added her prestige and voice to the cause, as she has to so many good causes. But still there is no organized national focus on the issue, no national policy, no concerted national program, and there should be.

LOOK TO LIBRARIES

It seems logical to look for help to our public libraries, which have the instructional material, the space and the

professional skills. Moreover, this approach could be one of the most cost-effective of all of our social programs. It costs, they say, about $2,000 to teach an adult to read and write. It costs $8,000 a year to put that person on welfare and, if the person winds up in prison, it costs $40,000 a year after you spend $150,000 to build a cell.

It costs, they say, about $2,000 to teach an adult to read and write. It costs $8,000 a year to put that person on welfare and, if the person winds up in prison, it costs $40,000 a year after you spend $150,000 to build a cell.

It is not only adult illiteracy that challenges libraries in the years ahead. Vast demographic changes since World War II have altered the composition of New York's population. Millions of new immigrants from the Caribbean, from Latin America, from Asia and from Eastern Europe are now fellow New Yorkers. They require at least the same dedicated attention that libraries gave to their predecessors, probably more, because the demands today are greater.

Besides considering the themes of literacy, democracy and productivity, this week you will elect delegates to next July's White House Conference. New York has always been the country's flagship in the library world — another word and image I borrowed from Professor Wade. But we always have been the flagship and I have no doubt that the agenda that you write in this conference will be carefully considered by the entire national conference and that our delegation will be a formidable presence at every session.

FISCAL REALITIES

Let's also consider the fiscal realities that intrude themselves on New York State, your work, the work of the whole State and, indeed, the nation. It is now clear to everyone that much of the nation is in the midst of a severe recession. This recession is increasing the demands upon government and the revenues needed to meet the problems are being desiccated by the slow economic growth. This recession makes it more difficult to give libraries and other vital institutions the help they require.

Although our problem in New York State is less severe than in some other states, our challenge is still formidable. Earlier this month, our Budget Division announced the potential deficit estimated at nearly $900 million for the current fiscal year, which ends March 31, 1991. Nearly a billion dollars, when we have only $8 billion left to spend because we are so far into the fiscal year. The national economy is continuing its decline. In part, the economy is suffering from a growing concern in the minds of potential consumers and investors. People are hearing terrible news about the economy and so they will be careful. They hear about layoffs, neighbors losing work, people not getting expected increases in wages. They know the Federal government is in trouble. If it were my father's grocery store, people wouldn't be buying the imported, expensive assorted nuts that come in a bag. They might be buying pasta, bread and what they'll need for the holidays, but it wouldn't be the luxury items. For the holidays we will have more people at the table, but dinner is going to be fundamental.

What do we do in this recession? Government must make it clear to the people that we know we have a problem and we will address it. The government has to make clear that we will deal with the problems of our society. We will teach poor people the skills they need to get work; we will put roofs over the heads of the homeless; we will put food into the mouths of the hungry; we will take care of children; and we will help people with AIDS who face a too-early death and need good treatment.

New York State cannot solve the recession for the feds, but we can prod them, and we will. We are a boat on a national tide and no matter how good we make the boat in New York State, when that tide goes down, our boat is going to go with it. That is what's happening. There are some extraordinary situations such as those in the Pacific Northwest and other places where there are erratic beneficial developments but, overall, the states are like New York — going down. There are only three ways a state can deal with a deficit: raise taxes, borrow, cut expenditures.

How should we take a billion dollars out of $8 billion? The people in education, or people who know how desperately we need help for the hospitals, or people who know the work needed on roads and bridges share the natural instinct to raise taxes, invest in our children, don't lose opportunity. But we cannot raise taxes now because that would atrophy the capacity of help long-range. In 1975 we had an income tax over 15 percent, the highest by far in the United States. It drove people from this State. For years we have tried to reduce income taxes to make us economically strong. The income tax is at the lowest level in 30 years and we need to keep it there. We haven't raised sales tax rates in eight years. We did spin up the corporate tax, but it is still under the national average and, as a portion of all of our taxes, it is less than it was the day I became governor. What were the tax increases? We extended the sales tax to things we had not taxed before; we increased fees here and there; we generated money, but we've tried to do it in a way that would not

adversely affect our competitive position. In a nutshell, you can't raise the income tax now. It would be a mistake.

We did not come into office just to balance budgets. We came into this political business to help people learn to read and write, to help them find housing, to give them job opportunities.

How about borrowing and paying back next year? Next year is likely to be worse. If we borrow now to pay back next year with interest our problem only increases. Borrowing is convenient. They used to do it in the grocery store. They had a big credit book with a hill in the corner where my father's thumb would go. I'll never forget it, a great big ledger, a gray ledger with the red corners that looked like leather. You'd put down milk and bread — $1.11, and when the customer would get the relief check they would come in and pay the bill. When the bill got to $44 in the book and the customer didn't show up for a week or two, you knew that they had left for Hoboken. When you overextend yourself and keep using credit, someday you have to pay it back. We have borrowed in the past, but we are not going to borrow now, because it will just make next year worse.

We must cut spending this year. The plan I propose does that. It deals most substantially with the largest parts of the budget: local aid, which makes up about 70 percent of our budget. Of all the money we get in Albany, 70 percent of it goes back to the City of New York, the counties, local government, and school districts for social services, education and other assistance to the local governments. Sixty percent of the cuts I propose comes out of local aid; 70 percent of the budget, only 60 percent of the cuts.

Approximately 23 percent of the budget is for what the State government itself does: State police, mental health, developmentally disabled, etc. There we propose to take 30 percent of the cuts. This means that, as usual over eight years, we are more generous to local governments. We are trying to share the burden in the cuts by making sure that the people in greatest need are not rendered more vulnerable. We've done that in the education aid budget. It is controversial, but in the education aid budget we've seen to it that the poorer districts get the maximum protection. Need is an important criterion, and, above all, we're trying to manage cuts in a way that preserves our agenda.

We did not come into office just to balance budgets. We came into this political business to help people learn to read and write, to help them find housing, to give them job opportunities. We came to do what Abraham Lincoln asked us to do, "Bring the people together so that they can do for themselves collectively what they could not do as well or at all individually." That is the agenda I want to get back to. There is a bottom line in this Conference (this is the part I like to tell you) — library aid is one of the things we did not cut in our $900 million.

We have had hard times before in this State and we have survived and prospered. We have weathered many winters but we have also enjoyed many springs. I think it is a consolation to remember that we are assured of the warmth and growth of the new cycle as we survive the current hard winter. We will survive, as we have before.

We've shown that we can become even stronger as we meet adversity in this State, and we know that to do it we must hold on to our fundamental values and principles in everything we do. Among those fundamentals is the magnificent tradition of service performed by our libraries. The presence of all of you at this Conference reaffirms the message that libraries are an essential and, to use the Professor's words again, "civilizing element" of our democratic heritage, a birthright we must pass on enhanced and made more vibrant to the next generation and the next and all the generations ahead of us.

Thank you very much for helping us to remember.

Libraries are an essential and "civilizing element" of our democratic heritage, a birthright we must pass on enhanced and made more vibrant to the next generation and the next and all the generations ahead of us.

Mario Cuomo *is Governor of New York State and the author of several books. Among his published works are* Diaries of Mario M. Cuomo: the Campaign for Governor *(1984) and* Forest Hills Diary, the Crisis of Low-Income Housing *(1974), both published by Random House. Since then, the findings and recommendations of the Cuomo Commission on Trade and Competitiveness were published with an introduction by the Governor in 1988 by Simon and Schuster, as* The Cuomo Commission Report. *His most recent work,* Lincoln on Democracy *(1990), with Harold Holzer, was published by Harper and Row. A Polish edition,* Lincoln o Demokracji, *was also published in Warsaw in 1990. In addition, several volumes of his public papers as Lieutenant Governor and as Governor are in print. This article is excerpted from the Governor's address on November 29, 1990.*

LIBRARIES AND THE LEARNING SOCIETY, OR GREAT EXPECTATIONS

By Thomas Sobol

Like most everyone else, I'm older than I used to be, and one of the things I've learned by living longer is that everybody thinks his or her job is harder than anyone else's. I want you to know that being Commissioner of Education is hard work. It's not because the hours are long — although I work long, as do most people in State government. It's not because of our current money problems — although they are serious and distressing. It's not because there are many masters to please, and no way to please them all — although that is surely the case. It's because when you assemble a nice group of people like this and subject them for two entire days to one meeting after another and one speech after another, some of them by the most accomplished writers and speakers of the age, including Governor Cuomo, and then, when they are intellectually and physically exhausted, you give them a drink or two and a full meal — then and only then, with nothing else between them and a hard-earned rest, you prop the Education Commissioner up in front of them and tell him to speak. That's hard work.

And besides, I don't have any warm and winning stories about deprivations overcome. The Governor tells stories about his early years, about how his parents, who couldn't read, worked and scrimped to make sure their children could — and as he speaks, there's not a dry eye in the house. My parents were poor, too — but they could read; in fact, they did read, all the time. I grew up with books everywhere, all around me: Twain and Stevenson and Poe and Doyle and Cummings were as real to me as the kids on the block. Oh, it was a tough neighborhood, tough enough to keep my feet firmly on the ground — but my head was somewhere else. I grew up in riches; now, how do you make a tear-jerking story out of that?

I grew up with books everywhere, all around me: Twain and Stevenson and Poe and Doyle and Cummings were as real to me as the kids on the block.

I have the same problem whenever I follow Joe Fernandez, the New York City Schools Chancellor; he's a high-school dropout who saw the light, became educated, and went on to become a brilliant educator and a leader in his profession, a wonderful role model. Now I went straight through school, graduated with honors, got a scholarship to Harvard — I lived at home and commuted, it's true, but I was still very lucky. What kind of a role model is that? How do you make something mythic, something heroic, about going to Harvard College?

So I will not talk to you of personal deprivation. I will talk of vision, expectations and "preparing for the 21st century." That is a theme you have been hearing throughout this conference, and will hear at the White House Conference and virtually every other such gathering between now and the year 2000. But on that January 1st, 2000, only the calendar will change into the new century. Whether we today begin a new era depends on what we think and do.

This is more than a chance to make libraries and information services key agents of change. It is a chance to develop a plan for creating a new Learning Society.

A new age will begin, however, if people of vision actively make it happen. The opportunity we have over these few days is a rare one, with people like you gathering for the express purpose of developing a vision and an agenda to accomplish it. This is more than a chance to make libraries and information services key agents of change. It is a chance to develop a plan for creating a new Learning Society.

Where do we begin? You have for your consideration many resolutions, each expressing a piece of the vision, some narrow, some global, some practical and others expressing a hard-to-reach ideal. How can you test these proposals against a future we can only imperfectly predict?

Begin with your own vision. Let me share mine, at least in part. My vision is of a society in which everyone participates, to which each person can contribute productively, a

country and a State where each child can take pride in his or her part and can understand and respect the parts of others. My vision is of a system of learning in which all children have the same chance, the same high level of resources available — teachers, schools, libraries, learning technologies. My vision is of an educational system in which it is possible for a child from any background to have the same high expectations for the future as any other child — where any adult can continue to learn at any level and at any age. My vision is of a democratic society that lives up to its promises, and a body politic that lives up to its responsibility of citizenship. Finally, my vision is of a society which values and cultivates the activity of mind, and couples it with the outreach of heart — a learning society, and a caring society. No doubt you will improve upon this vision. Once you have a general destination in mind, how do you get there? What are the steps, what are the vehicles, what are the barriers?

My vision is of a society in which everyone participates, to which each person can contribute productively, a country and a State where each child can take pride in his or her part and can understand and respect the parts of others. My vision is of a system of learning in which all children have the same chance, the same high level of resources available — teachers, schools, libraries, learning technologies.

And how do libraries and information services fit in? For a start, let's look at democracy and citizenship, one of the major themes of the Governor's and the White House Conferences.

My seer, given the time of year, is The Ghost of Christmas Yet to Come. In Dickens' *A Christmas Carol*, you'll recall that the Ghost shows Scrooge a future wretched with the consequences of poverty, and also shows the future Scrooge himself, greedy and uncaring. Scrooge asks plaintively:

> Are these the shadows of the things that Will be, or are they shadows of the things that May be only?

The Ghost, like the future, will not speak but will only point direction; so in a panic, Scrooge answers his own question. He says:

> Men's courses will foreshadow certain ends, to which, if persevered in, they must lead. But if the courses be departed from, the ends will change.

Historians, economists, political scientists know the truth of Scrooge's words; but without spirits to help us travel between the future and now, most of us see that truth only in retrospect. In that spirit, we might do better by looking back a decade to understand how the present changes came about. Then we can go to work trying to shape the general direction of change, even if we cannot predict its exact form. For example, no prophet to my knowledge in 1980 predicted the profound political and economic changes which have swept the world within the past two years.

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Global politics have defied the most imaginative political pundit's predictions: the realignment of political alliances; the sweep across Eastern Europe of largely peaceful revolutions; the bloody suppression of the Chinese people's reach for individual freedoms; the beginning of the end of apartheid in South Africa without revolution, although (alas) not without bloodshed. As I say, all of these events burst upon us as a surprise; but in a sense, we should have known. For underlying all of these changes is the capacity of ideas to seep through the cracks of suppression, of information to slip by the watchdogs of totalitarianism. So we heard students in Tiananmen Square citing our country's founders as they built "Miss Liberty," crowds in Leipzig singing "We Shall Overcome," Nelson Mandela quoting our Constitution, and, closer to home, Polish teachers here two years ago asking our Governor for translations into their own tongue of writings on democracy. That ideas of democracy should have such power may not have been foreseen a decade ago, but Lord Acton would not have been surprised, if one judges from his work at the dawn of this century, The History of Freedom and Other Essays. He wrote:

> It was from America that...ideas long locked in the

breast of solitary thinkers and hidden among Latin folios burst forth like a conqueror upon the world they were destined to transform, under the title of the Rights of Man...and the principle gained ground, that a nation can never abandon its fate to an authority it cannot control.

The capacity of ideas to seep through the cracks of suppression, of information to slip by the watchdogs of totalitarianism underlies change.

How do ideas, especially ideas of democracy, sneak through all the traps laid to stop them? Information flies through the air with the 20th-century technologies of radio, television, and computers. But ideas still travel best with a 15th-century technology — the printed page; and the handiest, most portable, most sneakable format for that page is the book.

All the book needs, beyond a pocket to be carried in, is a person who can read, who wants to read and knows how to find the material he or she wants.

All the book needs, beyond a pocket to be carried in, is a person who can read, who wants to read and knows how to find the material he or she wants. In all of the recently transformed Communist states, people risked a secure — if drab — material existence for the goal of free expression of ideas — a free press, access to opposing viewpoints, ability to follow differing beliefs. Where did they get the notion that these principles were important? Largely from books, magazines, and newspapers that got across borders and were passed from hand to hand.

As important as it may be to someone in a totalitarian state to read in order to learn about freedom and democracy, it is just as important that those who live in a democracy be a nation of readers. "Democracy demands wisdom and vision in its citizens," states the preamble to the 1964 act establishing the National Endowment for the Humanities. We are our own rulers and must, therefore, be wise rulers to govern ourselves well.

If we are to assure a democratic future for ourselves and our children, we cannot afford a populace easily manipulated by "sound bites," "photo-ops," and the attack of the killer political commercial.

If we are to assure a democratic future for ourselves and our children, we cannot afford a populace easily manipulated by "sound bites," "photo-ops," and the attack of the killer political commercial. We need thoughtful absorbers of ideas, with the ability to test those ideas against competing ones and to draw wisdom from knowledge. We need readers. Real readers. People who like to use their minds. People who want to know. People who want to think. People who want to make connections between what they are reading and what they've already read, what they've already learned, what they've lived. Every real reader is a potential revolutionary — just ask Vaclav Havel. No wonder totalitarian societies don't encourage free and open libraries. The professional code of librarians has at its very core the principle to serve the patron's desire for whatever material he or she wants, without censorship, without questioning of motives and with full confidentiality.

Every real reader is a potential revolutionary — just ask Vaclav Havel.

A patron may not be in search of great ideas or even good ideas, but the right to read as exemplified by public libraries is a keystone to a free society. William Kennedy, Albany's Pulitzer Prize-winning author, spoke to you yesterday on his passionate aversion to censorship, even of the racier printed and video materials. He wrote about it, too, and you might be interested in his description of his personal journey to understanding the role of libraries in safeguarding the right to read. In O, Albany, he wrote:

> I awoke in the libraries of the city....Every student's crutch in my neighborhood was the Albany Public Library System....and so there in the Pruyn Library, softly and without flourish, I made the acquaintance of Tom Swift, O. Henry, Rafael Sabatini, Nordhoff and Hall, Sherlock Holmes and Jack

London, Charles Dickens, and that most loathsome purveyor of scandalous language, John Steinbeck. I checked out Of Mice and Men, a slim volume suited to my attention span in that day, and had not read more than six pages before I came across a g-d d-n and even more blasphemous utterances, right there on the printed page.

O hallowed trauma....What was a conscience-heavy child to do in the presence of the occasion of sin? I swiftly took the book back, vowing never again to permit Steinbeck or his filthy ilk to corrupt my days.

But I kept confronting the rancid volume on subsequent walks past the shelf...and before long, I checked it out once again, this time to finish it...full certain I would be a Steinbeck freak for years to come....And from then into the age of Joyce and Lawrence, Miller and Mailer, Penthouse and Screw, I came to adhere more wickedly to a new vow: that no man, no institution, and no abstraction, even one of my own making, should ever hold censoring power over what I chose to read.

Parents may not like it; teachers may not approve; but librarians? What of them? Librarians, as naughty little Billy Kennedy found to his delight, are a neutral voice in the service of individual liberty — even license, you might conclude from Kennedy's description. It is ironic that even in this country, the government has sought through the libraries (and, happily, in vain) to monitor the information individuals seek. As Bill Kennedy noted yesterday, the FBI can harass librarians in mid-Manhattan as well as in Oneonta to see the record of materials patrons have checked out. And ironically, it has also been known to try to limit citizens' ability to monitor government by limiting access to records and other information. Watergate is the prime example, but other disturbing trends to cease or limit publication of government information, to charge for it or to erase or alter electronically stored information, are all threats to open access.

Self-censoring by government may be deliberate or simply neglectful — in such forms as inadequate records, lack of standards for information policy, lack of serious efforts to implement records retention and disposition schedules. State and local government records programs, like libraries, are basic guardians of a free democratic society.

However, limiting access may be more subtle and involve much more than limiting the distribution of government publications or reports, charging fees for them, or even altering or destroying them. For example, information about government will not be available if decisions and operations are not adequately documented in the first place, or if there are no reliable systems for assuring that documentation is retained as long as it has substantial value to the government or to citizens. Self-censoring by government may be deliberate or simply neglectful — in such forms as inadequate records, lack of standards for information policy, lack of serious efforts to implement records retention and disposition schedules. State and local government records programs, like libraries, are basic guardians of a free democratic society. They are — if adequate legislative mandates give them the authority — the citizen's ombudsman, with no vested interest except the effective management and availability of government records.

We have an unparalleled network of public, research, and school libraries in New York. We have developed over the past few years a State Archives and Records Administration that is a model for the nation. Both can be strengthened; both have a deep interest in working more closely together for a coordinated consultative process to develop and monitor State information policy.

However, all the availability of ideas and information will not keep a democratic society strong if we do not develop in our children an appetite for learning. Reading is still the best way to stimulate and to satisfy hunger for knowledge. But this appetite is one that will develop best when the essentials of life are in place; for a child, that means love, stable and attentive care, good nutrition, personal safety, well-founded hope for the future.

Let me go back to Charles Dickens: we use the term "Dickensian" to describe terrible conditions of poverty and injustice, because a theme in much of his work is an indictment of those conditions in Victorian England. He was particularly attentive to the effect on children:

> In the little world in which children have their existence, whosoever brings them up, there is nothing so finely perceived and so finely felt as injustice. (Great Expectations)

We see today, with the technical expertise of psychologists and others, how true that statement is; and we see how the injustices — neglect, racism, child abuse, all the ugly list —

when they are allowed to invade a child's life, can stunt hopes and dreams and lead to a cycle of antisocial behavior in the child grown up.

The deeply entrenched and complex problems of poverty, racism, and educational inequity cannot be solved solely through the libraries, but I do think that libraries can play an important role in addressing aspects of these Dickensian challenges to our future. With regard to young children, programs now found only in some places need to be supported and made available everywhere there is a need. Some examples:

- Family reading programs that engage parents and the youngest children in reading together; programs that go to families wherever they can be reached — homeless shelter, welfare hotel, rural welfare office — or that bring families to the library frequently and conveniently, like Brooklyn's "Child's Place" or Centerreach's partnership with Social Service agencies.
- Materials that reflect the diversity of the community and programs that highlight those materials for children and their parents. School libraries and the school library systems can play an important role in making the curriculum more adequately reflect the multicultural nature of our society, for example, through collection development and resource sharing.
- After-school homework corners in the library, with volunteer older students or adults to give attention and support to children.
- Outreach to daycare centers and private neighborhood babysitters, to assure that being read to is an important part of each child's day.
- Partnership with local elementary schools, to assure that each child has a library card and has opportunities to use it.

All of these things, and many more, some of our librarians are doing. For adults still struggling with literacy, I know that some of you have developed wonderful collections of "adult-interest" material and picture books to read with their children. I know that you have developed partnerships with volunteer literacy programs such as Laubach Volunteers and Literacy Volunteers of America and that you have close working relationships with formal literacy programs in schools, work places, and community colleges.

We must continue to strive for an understanding of the needs — not only of our users — but of those who would be users if they felt welcome, if they felt the service filled their basic needs, and if they found programs and materials relevant to their lives, ambitions, and culture. We need to be sure that librarians' education helps them develop the skills to work with people from a variety of backgrounds, with a variety of needs, including illiteracy and learning disabilities. Teacher education must also include development of more sophisticated abilities to use the myriad resources of the school library media center, the school library system, the public library, records repositories, and other learning tools. The goal, for every one of us who works with youngsters, is to help them learn how to learn independently through life, not merely to absorb what the teacher and the textbook offer.

We must continue to strive for an understanding of the needs — not only of our users — but of those who would be users if they felt welcome, if they felt the service filled their basic needs, and if they found programs and materials relevant to their lives, ambitions, and culture.

To make these services available to all New Yorkers, wherever they live, will entail greater support — even in difficult times like these — for the outreach programs of libraries, for literacy programs, for youth services, for school libraries and school library systems. We need a State and national resolve to see that libraries become partners with schools in providing services to every child from the earliest age. To carry out that resolve, both schools and libraries must take initiatives they have not taken before.

We need a State and national resolve to see that libraries become partners with schools in providing services to every child from the earliest age.

At a time when an individual's dependence on information to be productive has never been greater, when librarians need to develop technical skills, subject-matter knowledge, and human-services abilities as never before — graduate schools of library and information sciences are closing, and a real shortage of librarians appears certain. Yet our research base depends on the quality of our great research libraries; they are important to lifelong learning,

to the vitality of communities and of commerce, and to the educational growth of our children. We must take action before we let erode one of the most truly democratic institutions of this democracy.

New York is one of the few states without a Library of Congress Center for the Book. I am taken with the power that the Center for the Book Program can have as a catalyst for achieving this vision of a learning society. It can bring together new coalitions to promote literacy, to develop partnerships that strengthen reading programs, to raise important issues such as censorship and the need for better governmental information policies, to give visibility and stature to the essential role libraries play in New York.

My greatest wish for this conference is that a clear and forceful vision will emerge, backed by specific recommendations for action — so that New York, with some of the world's greatest libraries and the nation's greatest library systems, will not only set its own library and information services agenda to create a learning society in the next decade, but will help shape the entire nation's agenda through next year's White House Conference. The Regents, the State Education Department, and I will do what we can to help make that happen.

And, as we go forward with this important challenge, as Tiny Tim observed, "God bless us, every one!"

Thomas Sobol *is President of The University of the State of New York and Commissioner of Education. Before he was appointed by the Regents in 1987, he served as Superintendent of Schools in Scarsdale for 16 years. Commissioner Sobol is the coauthor of* Your Child in School, *a book that helps parents understand and become involved with their children's education. This paper is extracted from the text of the talk the Commissioner gave at the Conference on November 29, 1990.*

BORED WITH THE SAME OLD THING?

Instead of watching reruns, how would you and your library's users like to spend an evening with Eleanor Roosevelt or Ernest Hemingway? Or would you prefer an encounter with Marco Polo, Fiorello H. LaGuardia, Robert Frost, Susan B. Anthony, George Washington or J.S. Bach? Maybe you would simply like to learn more about the Islamic world of the veil, dissent in China, the Native Americans of Long Island or hear the voices of Hispanic women? These and a myriad of other fascinating topics are explored by SPEAKERS IN THE HUMANITIES, an entirely *free* resource offered to nonprofit groups by the New York Council for the Humanities. For information and a free brochure, call the Council at (212) 233-1311 or write to: New York Council for the Humanities, 198 Broadway, 10th floor, New York, NY 10038.

Jay Kaplan, Executive Director
New York Council for the Humanities

"**MAKING A DIFFERENCE** in the way people think"

CLARIFYING AND DEFINING LIBRARY SERVICES

By Fernando Ferrer

Libraries, at their best, are community centers of education, information and recreation. They are places where neighbors meet, read, engage in recreational activity and exchange ideas. More than ever, we need libraries as centers for learning and literacy. Yet today, library services are threatened by massive budget cuts. We must develop strategic plans to see that library services are expanded, not diminished. To do this requires that we clarify and define our library services.

LITERACY, LIBRARIES AND DEMOCRACY

There are today two million adults in New York State, and half a million in New York City, who cannot read. Almost half of those in New York City — 210,000 people — live in the Bronx. Their inability to read — and the illiteracy of millions of other Americans — is directly linked to the productivity of our State and nation. People who cannot read run a great risk of being unemployed. They can't scan the classified adds in the newspaper to see what jobs are available, or even fill out job applications.

Literacy must be viewed as a "democratizing" tool in our society. It is the great equalizer in what otherwise is becoming a more and more polarized society, with the rich getting richer and the poor getting poorer.

Literacy is critical to this country's future. If we are to compete with foreign countries in a world market, the United States must place the same importance on assembly line jobs as it does on engineering jobs. That means providing to each person in this country the opportunity to become a literate and productive member of society.

Literacy is not the exclusive domain of noblemen as it was in the not too distant past. Literacy is a precious commodity and one that should be considered a "right" in a democratic society. It therefore becomes the obligation of such a society to ensure that all people have the opportunity to become literate and have access to the information they need to enhance their quality of life. What better place to start than our library system? There are three reasons why our literacy efforts should be centered at our libraries:

- First, and most obvious, is that are libraries have the necessary books, periodicals and video equipment from which people can learn how to read. Moreover, branch libraries are convenient; those wishing to learn how to read do not have to travel far to do so.
- Second, branch libraries are community-based. Therefore, each library can tailor its literacy efforts to the needs of neighborhood residents. Library resources and activities should reflect the diverse economic, social, cultural and ethnic flavor of the communities they serve.
- Third, our library system is financed primarily through tax dollars and should therefore be open and accessible to any one who lives, works or attends school in the area where the library is located — another basic tenet of a democratic society.

The range of library services, of course, is and must be for the whole community — for people who are accomplished readers and sophisticated users of libraries as well as for those who are learning to read. Our libraries also reach out to all the people of our population. The New York Public Library's programs and services, for example, include braille books and talking books and magazines for people who are blind, captioned videos for people who cannot hear, free mailing privileges for people who are homebound so that they can receive and return library material, foreign language books for thousands of people who need books in other languages and information and referral services for people with disabilities.

These programs are diverse and well used; they must be expanded. The bench mark of a truly democratic society is the availability of information to all people, not just to those who are arbitrarily characterized as "mainstream." Libraries must reach out to all segments of society, all of whom can benefit from their resources.

To make library services available to more people, I would like to see expanded evening and weekend hours so that people who work during the day can have easier access to our libraries. I would also like to see libraries sponsor prison literacy programs so that those who are released from jail can find jobs and become productive members of society.

CLARIFYING AND DEFINING OUR AGENDA FOR SERVICE

Under the new City Charter, one of my responsibilities as Bronx Borough President is to set forth, through a Strategic Policy Statement, an agenda for the next four years. This document, which I issued this month, addresses the broad range of issues facing the people of the Bronx. Let me quote directly the overriding goal I set out

for our library system: "To increase the benefits of library service to borough residents, while promoting community support and utilization of libraries, ultimately developing branch libraries as hubs of culture and education in our neighborhoods."

The Strategic Policy Statement enumerates strategies to achieve that goal. Our strategies are to:

1. Increase community programming, especially literacy and multicultural programs, through cooperative efforts with arts groups, neighborhood organizations and specially created community center councils to evaluate how programming can best serve the needs of the individual branch and community.
2. Create specialized service branches, such as an esoteric resource branch, a bilingual services branch, a cultural/ethnic heritage branch and other branches with specialized resources and services.
3. Develop new ways to market undervalued existing resources, such as multimedia information systems.
4. Reschedule branch hours to better serves working residents and students, including weekend hours for all branches.
5. Increase the availability of materials for non-English speaking residents and for students of higher education.

Today, budget cuts threaten the viability of our libraries. On the heels of a $2.3 million reduction in The New York Public Library's budget for fiscal year 1991, the City has targeted the Library for an additional four percent cutback, amounting to $2.4 million. Should the Library suffer that reduction, 17 more libraries in New York City would close an extra day each week. This would mean 41 branches — half of all the branches — would be open only 4 days a week. Such massive budget cuts would curtail literacy programs. When we diminish the number of hours libraries are open and buy fewer books, we make it harder for adults who want to learn how to read to do so, just when library patrons desperately need to learn.

In light of budget cuts and the financial problems of the City and the State, some people may view my ambitious goals as a pipe dream. But they are not. We must describe our vision of what libraries can do and have the strategic plans for meeting the needs of our people. While some programs and initiatives must be deferred in these difficult economic times, we would be remiss as a society if we let die what we know must be expanded. We may not get all we ask for this year, or next year, or even the year after that. What is most important is that we keep lively the dialogue about the important role that libraries play in our lives. It is the only way to ensure that today's pipe dreams become tomorrow's realities.

Fernando Ferrer *is President of the Borough of the Bronx since 1987. Mr. Ferrer was first elected to the New York City Council in 1982. He has worked for the New York State Assembly. Mr. Ferrer participated in the August 28, 1990, teleconference as part of the 11 regional Governor's Conferences on Library and Information Services. He gave this address at the Conference on November 29, 1990.*

THE NEW YORK AND WHITE HOUSE CONFERENCES ON LIBRARY AND INFORMATION SERVICES: HOW WILL THEY AFFECT PUBLIC POLICY AND SERVICES?

By Peter R. Young

In the post-industrial "information age" society of the 1990s, our concepts of time, space and information are changing, along with our thoughts about public service mandates at the local, state and Federal levels. Our success as information workers in the complex global competitive society of the next decade depends upon our ability to understand these changes that are taking place and to adapt our behavior, our organizational structures, and our public policies to address the challenges and opportunities we will encounter.

The New York State Governor's Conference offers an opportunity to discuss and plan future public policies related to libraries and information services. The last Governor's Conference on libraries was in June 1978. It provided the chance to talk about plans for the 1980s. Now, some 12 years later, this Conference presents the opportunity to think about the current status and future needs of libraries and librarianship in New York for the coming decade. You should feel especially proud of the results of this conference process: a model of democracy in action and a tribute to the hard work over the last five years of those who have planned it. The Conference offers all New Yorkers an opportunity to help make public policy by assessing today's library services against our needs for information into the 21st century. It is appropriate to focus on the public policy impacts of both the New York Conference and the National White House Conference on Library and Information Services.

WHY HOLD A SECOND WHITE HOUSE CONFERENCE?

Public Law 100-382 (August 8, 1988) defines the purpose of the White House Conference:

> ...to develop recommendations for the further improvement of the library and information services of the Nation and their use by the public....

The White House Conference process provides more than an opportunity to focus attention on matters of general concern to the library and information service community. The process also identifies an agenda for the National Commission, which is the Federal agency charged with planning and conducting the Conference.

The U.S. National Commission on Libraries and Information Science was established as an independent executive branch agency in July 1970 by Public Law 91-345. It has "the primary responsibility for developing or recommending overall plans for, and advising the appropriate governments and agencies on the policies required to assure optimum provision of library and information services adequate to meet the needs of the people of the United States."

The New York State Governor's Conference is a key event leading up to the national White House Conference planned for in Washington, July 9-13, 1991. Recommendations resulting from this state conference will serve as the basis for issue topics to be addressed at the national conference this summer. In addition, those delegates elected to represent New York state at the national conference fulfill key roles in presenting New York's Conference recommendations on the three core issues of libraries and information services for democracy, for productivity and for literacy.

Over the last decade, topics of discussion have evolved from online cataloging, information retrieval and integrated library systems to global network technologies, electronic publishing and the "Digital Library.

THE RELATIONSHIP BETWEEN WHITE HOUSE CONFERENCES I AND II

As a means of understanding the relation between the 1979 and the 1991 Conferences, a few general "then and now" comparisons are useful:

- In 1980, draft legislation for a national library act was being discussed, while in 1990, the creation of a national education and research network is being discussed. Over the last decade, topics of discussion have evolved from online cataloging, information retrieval and integrated library systems to global network technologies, electronic publishing and the "Digital Library."

- In 1980, the average price of a commercially published US hardcover volume was $23.57. In 1989, a US hardcover volume has an average price of $40.10. (+70 percent) Similarly, in 1980, the average periodical subscription to a US title was $34.54. In 1989, a US periodical subscription averaged $85.37. (+147 percent)
- In 1980, we were concerned with regional multistate, multitype library networks based on the need for shared access to bibliographic citations, catalog records and holding institutions. In 1990, we are concerned with a new national digital network which could provide access to the contents of many different information resources in an efficient, economical manner—in light of the realities of our existing economy, a rapidly changing technology and established principles of both public domain and proprietary information products.
- OCLC's total FY 1979 operating revenue was $22.6 million. In FY 1990, OCLC's total member service revenues were over $93.5 million. (+314 percent)
- We have shifted the focus of our concerns from office automation to desktop publishing, from work station computing to distributed computing environments, from hardware and software to multimedia technology, from network governance structures to interoperability of networked systems, and from a concern about the impact of photocopying on copyright to a concern for balancing the rights of intellectual property owners and users in a technological society where it is becoming increasingly convenient to electronically transfer information in digital form to many simultaneous users.

More specific "then and now" comparisons relate to the 1978 and 1990 New York State Conferences:

- In June 1978, when 274 delegates met in Albany, residents of California, on the other side of the country, were feeling the initial shock of Proposition 13, one of the first of a series of taxpayer initiatives aimed at limiting local property taxes; this Monday's *The New York Times* carried a front-page article about New York's Ulster County where a resident movement to kill a proposed 82 percent increase in 1991 property taxes is being proposed.
- The decade that began in 1980 saw the economy of New York State undergo tremendous growth and a shift towards service industries and information-related business, away from manufacturing; the decade that is beginning in 1990 will see greater burdens placed on local governments due to soaring social service program costs and diminishing Federal and state aid.
- Art Plotnick's June 1978 *American Libraries* article covering the New York State Pre-WHCLIS was entitled: "The Library liberals say 'yes' at New York's White House Preconference." He writes that delegates "...said yes to tax money for nonpublic libraries giving public services without fees, yes to state and Federal children's services consultants; yes to more services to prisoners, the blind and the physically handicapped; yes to more money for the state archives program; yes to upgrading the state librarian; yes to more money for urban libraries....yes said the liberal and generous delegates of New York State, yes, yes, like Molly Bloom, yes, yes, yes to everything!" In 1990, however, the Director of Princeton University's Center of Domestic Policy Studies says that the Nation is "...moving away from a system that registers a concern for general equity in the distribution of government services, toward a market system where citizens are treated very differently within the same jurisdiction, based on their ability to pay special-purpose taxes."

WHCLIS THEMES

In all likelihood, national public policy issues of the 1990s will continue to build on the basic concerns of the 1980s. Ten years ago, librarians, citizens, active library and information supporters and government officials met across the Nation in an attempt to better define, understand and interpret the impact of electronic systems on access to information resources. Today, we continue to struggle to reach a better understanding of this transformation, created by the further development (and enablement) of information technology. Increasingly, today, ownership and control issues are viewed as central to the creative freedom provided by decentralized network access to information resources.

Increasingly, today, ownership and control issues are viewed as central to the creative freedom provided by decentralized network access to information resources.

After more than a decade of discussing the changes brought by information technology, there is a growing realization that we are experiencing a profound structural adjustment brought on by the widespread adoption of electronic information and communication technologies. We are in the midst of a transition from a manufacturing-based society to a world economy with a social order centered on services and information. Changing technologies, economics and industries are forcing shifts in public policies and priorities. Rapid technological change increasingly exposes the rigidity of our organizational structures and

policies. This is true in private commercial organizations, in not-for-profit institutions and in the public sector. In each area, the hierarchical organizational structure appropriate to a "pre-information age" industrial economy becomes obsolete in the post-industrial technological web of information handling systems.

What then are these things we call public policies and how should we be viewing our public policies about information in the future? Policies are those action alternatives which have been chosen to reflect the will of the people. Inherent in the concept of public policies is the element of choice among different courses of action. Truly, the only way that our Democratic society can make choices is by having the people, the citizens, i.e., the public, openly discuss, debate and decide among various options. This is at the heart of this Conference and it is the core of the entire White House Conference process in general: having a public discussion about what our information policies are and should be in the future.

Information policies are explicitly stated by a set of principles that guide present and future government action with respect to information sources, services and systems.

"PRINCIPLES OF PUBLIC INFORMATION"

The next decade offers an exciting opportunity to plan for transition to new organizational structures for information-related public policies, based on national network information architectures that provide integrated service opportunities.

These new models must overcome the old structural limitations that impede our ability to take advantage of opportunities for expanded access to public information. Changes in the information network and communications industries in general offer information policy makers and information network planners the chance to lead in this rapidly evolving transformation.

In order to place these issues into context, we need to review the principles which serve as the basis for our National information policies. As stated in the Preamble to the *NCLIS Principles of Public Information*, which was approved as a major Federal policy document on June 29, 1990:

> "With the coming of the Information Age and its many new technologies...pubic information has expanded so quickly that basic principles regarding its creation, use and dissemination are in danger of being neglected and even forgotten. NCLIS reaffirms that the information policies of the U.S. Government are based on the freedoms guaranteed by the Constitution and on the recognition of public information as a national resource to be developed and preserved in the public interest...We assert that public information is information owned by the people, held in trust by their government and should be available to the people except where restricted by law.

Concerns about the principles related to public information policies give rise to the following questions related to the provision of information services:

- How should local, state and national information policies be structured and coordinated to make optimal use of network information technology?
- How should access to public information be legislated and regulated? What state and Federal agencies should be responsible for developing and coordinating public information policies?
- What should be the interaction between all levels of government, academic and other not-for-profit entities and the private sector information industry stakeholders, including value-added distributors, in meeting the needs of our citizens with regard to access to and dissemination of information?
- What bibliographic control should be provided to facilitate timely provision of adequate access to public information, in all formats from whatever sources?
- What pricing policies for access to public information are appropriate for online systems and networks from both public and private sources?
- What security and privacy controls are appropriate for public access to various types of public information?

Our public policy considerations about library and information services need to be based on the assumption that information is a universal asset, a public resource which can supply timely, meaningful, and valid guidance for the conduct of our personal, interpersonal, and public lives as citizens of New York and of our Nation.

Finally, what might be the outcome of the White House Conference process? Perhaps, as a result of this New York State Conference, additional citizen advocates will become

involved in shaping public policies for the future. These policies for information must be global, integrated, content (not format) based, flexible and framed by an open public process. Our public policy considerations about library and information services need to be based on the assumption that information is a universal asset, a public resource which can supply timely, meaningful and valid guidance for the conduct of our personal, interpersonal and public lives as citizens of New York and of our Nation.

The informed citizen is the best judge of rightness and the truth based on a personal consideration of the choices presented by various (sometimes conflicting) information streams from a multitude of inverse sources, authorities and points of view.

Only by careful and professional evaluation of disparate sources can effective personal judgments, choices and decisions be made. The informed citizen is the best judge of rightness and the truth based on a personal consideration of the choices presented by various (sometimes conflicting) information streams from a multitude of inverse sources, authorities and points of view. As James Madison has written:

> A popular Government without popular information, or the means of acquiring it, is but a Prologue to a Farce or a Tragedy; or perhaps both. Knowledge will forever govern ignorance: And a people who mean to be their own Governors, must arm themselves with the power which knowledge gives.

GLOBAL INFORMATION CHANGES OF THE 1990s

The information environment of the next decade will continue to be driven by the rapid pace of technological change, the disintermediation of information services and evolutionary shifts in the roles of the functional partners forming the information creation, collection, organization, storage, use and dissemination life cycle. The need to understand the changing economics of information and to carefully define the social value of information becomes critical in developing a coherent framework for national information policies which takes into account the international character of the issues and the need for all segments of the information sector to be presented and heard in the process. We need to look forward to the formation of strategic alliances among information partners to ensure that the benefits of the open and unrestricted exchange of information are consistent with the protection of individual rights, appropriate economic incentives and the sovereignty concerns of our nation in the 21st century.

Peter R. Young *is Executive Director of the National Commission on Libraries and Information Science. Before assuming that post in August 1990, he directed the Fax Institute for Advanced Studies in Scholarly and Scientific Communication. From 1980-88, Mr. Young held a number of positions at the Library of Congress, including Chief of the Copyright Cataloging Division (1985-88). His earlier experience was at the Grand Rapids, MI, Public Library and at Rice University and Franklin and Marshall College Libraries.*

ON BEING ATAVISTIC, COMPUTERATE AND A LITERARY BEACH BUM: AN ARGUMENT ON BEHALF OF THE PAST

By William Kennedy

Just last week I moved the entire card catalog of the Albany state university library into the upstairs office of my home. This wasn't easy. Up until about two months ago I had been working on a typewriter, a handsome black and chrome 1933 model L.C. Smith upright that has been in my house since shortly after it was manufactured. It belonged to my mother during the Great Depression, when she'd work all week at the office, then take dictation of letters from her employer and bring them home to type out on Saturdays and Sundays. The machine is indestructible and venerable and I miss it terribly, the way you pine when an old beloved bullfrog dies on you.

My typewriter now sits there on the floor of my office, next to my 16 millimeter movie projector and my 1936 Montgomery Ward bedside radio, gathering dust, a new exhibit for my personal dead machinery museum. I now own nine typewriters, including one from 1915. When people can't bear to throw their typewriters away they leave them on my doorstep like unwanted cats. Somebody gave me a mint-condition Frank Sinatra album the other day — four 78 rpm records from the 1940s, which I can not play until someone also gives me a 78-rpm record player to accommodate them; and those players have gone the way of the silent movie and the Studebaker.

I try to think of myself as a modern man, but it always takes me a while to catch up with the contemporary moment. I've owned a computer for several years but I professed to be computer phobic and wouldn't go near it. During this time I had two daughters, a son, and a sometime secretary who all worked the computer for me, turning out clean copy whenever I wanted it. Then, suddenly, my son was away at school, my daughters were working in the movies, and my secretary went back to work for her husband.

I was, at that point, writing a long story about your next speaker, Governor Mario Cuomo, a complicated interview that was driving me crazy. In self-defense, knowing I would never have the patience or the time to type all the necessary drafts on my typewriter, I decided to retire my phobia and work on the computer myself. In a week I was computerate, sort of, and indeed, thereafter, undertook the writing of my novel-in-progress, and also these remarks, directly on the dreaded apparatus, and without the aid and comfort of my L.C. Smith.

About this same time, the State University library sent me a letter and offered to make me part of a program that had to do with something called a scanner, a mysterious machine I have never seen and am not sure I want to see, but which, if all goes well, will scan 150 chosen periodicals in the library's collection, and every month send to 49 SUNY scholars, and me, via my computer and my modem, each of their tables of contents.

This is known to us insiders as electronic mail, and there I will be at my mailbox, which is also in my upstairs office, picking and choosing among that vast menu of wit, wisdom, balderdash, and incomprehensibility. Undoubtedly this will all work in some way to make me a better person. The hitch is that if I am not satisfied with reading the 150 tables of contents and actually want to read the articles that they table, I will have to go to the SUNY library to get them. Well, nothing is perfect, even in libraries.

I can browse endlessly in the SUNY stacks without leaving my swivel chair. This is a stunning development for an atavistic writer, as stunning as the discovery that the computer is not hostile to literature.

Ancillary to all this, I also got on line with the library's aforementioned card catalogue, and so now I can browse endlessly in the SUNY stacks without leaving my swivel chair. This is a stunning development for an atavistic writer, as stunning as the discovery that the computer is not hostile to literature.

I'm well aware that we are now living in the information society, that more than 50 per cent of all U.S. capital investment is now in information technology. I know also that it's a commonplace thing to say that the library of the future will be less a place, more a network of access to information of all types. But I must add that I also know that writers don't have very much to do with capital investment and that their quest for information, however technologically sophisticated, is really not much different from the quest by Cervantes, or Hawthorne, or William Faulkner, who said that the writer writes out of three sources: imagination, observation, and experience. He didn't mention libraries, but he was always immersed in books, and, as an adept at Southern history, he must have scoured libraries somewhere, sometime, to verify his observation, and his experi-

ence, and to answer some of the questions raised by his imagination.

I love libraries with the deepest part of my soul, but I came to resent them years ago because they consumed so much of my time at a moment when I was interested only in writing. I was working on my second novel, about a celebrity gangster who prevailed in the headlines and back alleys of the Jazz Age, and I had spent what I calculated to be two years in the stacks and under microfilm machines, trying to discover not only what this gangster and his era were all about, but also what everything else that passed under my gaze was all about.

There is a danger to the writer of having, or even confronting, too much information. My digressions came to be so all-consuming that I psychoanalyzed myself and my novel for three months and decided that I had to give up libraries the way I gave up cigarettes: they were detrimental to my literary health. You can go on just so long being serendipitous and then you discover you've become a literary beach bum. Focus is everything in a novel, and the microfilm machine — and who knows, perhaps now the scanner — can be the enemy of focus. I was constantly digressing from the novel at hand and taking notes for three or four other novels I might someday write, copying out recipes for my wife, reading the comics, my father's bowling scores from 1928, following the burgeoning career of a young writer named William Faulkner, a young singer named Bing Crosby.

You can go on just so long being serendipitous and then you discover you've become a literary beach bum.

Here, for instance, is an entry from one of my notebooks of that day in which the Roman Catholic prelate of Boston, Cardinal O'Connell, turned his critical attention to crooning, of which Bing Crosby was the foremost practitioner, with Russ Colombo and Rudy Vallee trailing his dust. Crooning was a degenerate form of singing, said the Cardinal, practiced by whiners and bleaters who were defiling the air. "No true American would practice this base art," he said, adding, "of course they aren't men. If you will listen closely when you are unfortunate enough to get one of them, you will discern the basest appeal to sex emotion in the young...They are ribald and revolting to true men."

I always wanted to use the Cardinal's attack somewhere, and now here I've done it. And all these years I thought it was pointless note-taking. I suppose one could argue from this development that the digressions of writers are volitional, and so don't throw them away.

The digressions of writers are volitional, and so don't throw them away.

I never want anybody to throw anything away, which is what prompted me to write what I did in a position paper for the March 1978 New York State Governor's Conference on Libraries. I called that paper "Getting It All, Saving It All, Some Notes By An Extremist," and I offered some suggestions on what I thought libraries could do to further please one of their most satisfied customers. I've just reread that paper and revisited some of my twelve-and-a-half-year-old positions, and I can now report to you on how everything came out.

There is a siren song that libraries turn up to full volume when I walk through the door, as I rediscovered when I went over to the Albany Public's main branch the other day to check out one of my positions. I now work with a researcher to get books and information, and so I don't browse the way I used to. But I wasn't there to browse, just to get a visual update on what was going on, and so I sat in the reading room to observe the behavior of library users and immediately thought of a book I wanted; and you know the rest. I didn't observe much of anything, but I browsed for an hour like a happy, unfocused beach bum, and wound up with an armful of books I had no idea I needed.

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It was like the old days when I was desperate to take 40 books out of the library, could not survive without all 40, but alas, the borrowing limit was 10, and so I would take 10, wait a day or two for the checkout desk personnel to change, then take out 10 more, and so on. Clearly this was in pre-computer days, and I was able to keep 40 or more constantly changing volumes in my workroom without the library police coming after me.

The Albany library does have police now — they call them security guards and monitors — and they are there to head off trouble, or cope with unpleasant developments. Back in 1978, with vivid childhood memories of vagrant men and women taking refuge in the library against hostile streets and deadly weather, I wrote that quote "If I ran a library I would recruit aged vagrants and shopping bag ladies to come and use my facilities, and hobnob sedately

with the scholars in the far corner. It would give the place tone. It would keep me reminded of the need to preserve what I can of the receding past, and of my function as a keeper of universal and not merely elitist verities."

Today, the armies of the homeless, the new age of drugs, and wild behavior by teens and preteens, have certainly exploded the need for any recruiting of street people by libraries. Some parents who can't afford day care, deposit their children at the library and leave them there all day, turning librarians with master's degrees into babysitters. In the Morristown, New Jersey, library complaints included these remarks: "Please do not allow bums to sit here all day long...These bums sitting near the books make me nervous...This is not a bus terminal or a homeless shelter..." Said one of the homeless about this situation: "The haves don't want to look at the have-nots."

The situation is even worse in Washington, D.C., where a youth gang commandeered a library during a drug fight and barricaded the doors; where drug deals go down routinely; where people overdose and die in a corner; where a hooker was caught selling her wares in a basement bathroom. Albany's problems are minor by comparison.

As to my concern about an excess of elitist verities, this seems to be taking care of itself as public libraries become, more and more, a different species from academic libraries. I've used both for decades and never really thought seriously about how they differ, which is like living with a turtle and a canary and thinking of them as twins. Clearly the academic libraries are where the elitist collections belong, and the public library is where the most popular books and other artifacts should be available. For about six years, before the advent of video cassettes, I borrowed on the average of one 16 millimeter feature film a week from Albany Public, a source of popular entertainment available from no academic library anywhere in the area that I know of.

Children's books and films are another province of the public library, as are phonograph records and cassettes, and framed art reproductions; and how about computers? Many public libraries are now letting people take them home. Out in the Chicago Public Library they're even lending people 40-foot extension ladders and plumbers' wrenches.

"If you want to know how to make a compost pile, you don't go to the university library."

I'm indebted to Charles Robinson, director of the Baltimore County Public Library in Towson, Maryland, for clarifying this issue for me. He considers himself not an anti-elitist, but a pro-non-elitist, and here is his rule of thumb: "If a policy, procedure, or activity is practiced by an academic library, it is probably bad for the public library user," and he adds of the public libraries, misguided direction: "We are attempting to be the French restaurant of institutions rather than the McDonald's of information and materials distribution."

Or as Jim Hobin, the head of reference and adult services at the Albany Public Library's main branch put it, "If you want to know how to make a compost pile, you don't go to the university library."

The saddest subject I discussed in that 1978 paper was the way so much printed material was crumbling into dust because of the acid paper on which it had been printed — stacks and stacks of old newspapers, books, magazines, historical records. I remember in the mid-1970s searching for a pulp magazine series called The Spider, a mysterious character who wore a cape and black hat and maybe a mask, and when he wasn't in costume he was really Richard Wentworth, polo-playing playboy. When The Spider waged one-man war on criminals he was more feared than the law, more dangerous than the underworld. I'd read a dozen Spider books as a child and wanted to use him in my third novel. After a search in several libraries I did track down the publisher who had bought the rights to the original series of pulp monthlies, spoke with an executive at the place, and told him my plan to quote a bit from The Spider. "Nothing doing," said the executive. For reasons best known only to himself, he wanted to keep *The Spider* a historical secret.

My last recourse was The New York Public Library, and there I found the first edition ever published of *The Spider* magazine. I read it all, and it crumbled terribly as I went through it. I saved all the flakes and crumbs and stored them in the folds of the magazine, but it was painful, doubly so because this was the only issue of *The Spider* that the library owned. But I got what I wanted and did use The Spider in my novel.

The point is that we are always up against knuckleheads like that publishing executive, and always up against the problem of selectivity and preservation. I shill for the State Library on this subject every so often, particularly on behalf of the microfilming of old newspapers. Barbara Nichols Randall, associate librarian at the State Library and the person in charge of the newspaper microfilming project, says that $100,000 is needed just to microfilm certain newspapers in the Capital District; and while $50,000 of that is in hand from the National Endowment of the Humanities, the hitch is that the NEH money is usable only when matched dollar-for-dollar by the state or local community, or through donations. At the moment only $2,500 of that matching $50,000 is available, and additional grants will have to be sought to carry on.

Said Ms. Randall, "We can only chip away a little at a time. I hope we can get some filmed before it's too late. But for some papers it was too late 20 years ago." The problem is with the wood pulp paper so many periodicals, historical

records, and books were printed on. The acid content disintegrates the pages after a shelf life of 30 to 50 years — as happened with me and The Spider magazine — and microfilming of the newspaper becomes impossible. One page may be photographed, but when that page is turned to take the obverse side, the page crumbles. As we sit here talking about it, five miles worth of the 20 million books in the Library of Congress, are crumbling, a slow but inevitable disintegration of our past.

As we sit here talking about it, five miles worth of the 20 million books in the Library of Congress, are crumbling, a slow but inevitable disintegration of our past.

It's so depressing to think about that I'll move on to a more invigorating topic — sex. Back in 1978 in my position paper — position takes on an entirely different meaning when you talk about sex — I proselytized, not terribly originally, but fervently, even so, for the abolition of censorship of all kinds, and also urged librarians to collect what was generally considered unworthy of collection — the wild counterculture newspapers, pulp novels, and even such artifacts of our sexually candid age as *Penthouse* and *Screw*, even if they had to be held in special rooms and read only under armed guard.

I can report to you today that while we seem to have made no headway on *Penthouse* or *Screw*, the Bethlehem branch of Albany Public has had no censorship problems to speak of with traditionally controversial novels — Henry Miller's *Tropic of Cancer*. D.H. Lawrence's *Lady Chatterly's Lover* and so on. I can also report that Bethlehem does collect *Playboy*, though the main Albany branch does not. The main branch used to collect Playboy in braille, and this is true. But no more. I think the subject was too touchy.

Bethlehem keeps *Playboy* for five years, doesn't circulate it, and if you want it, you ask for it at the reference desk. Someone then goes to the librarian's office and gets it for you. They also keep in that office the noted pleasure manual, *The Joy of Sex*, *Newsweek*, and a first edition of my first novel, *The Ink Truck*, these latter items kept not because of their hot content, but because they tend to disappear if circulated.

Marie Carlson, the Bethlehem reference and local history librarian, who is my source for this, says *The Joy of Sex* probably shouldn't be held under guard, but the fact is that the library is sick and tired of buying a new copy every time it circulates and vanishes. The library does stock a video of Philip Kaufman's wonderful but quite sexually candid film, *The Unbearable Lightness of Being*, adapted from Milan Kundera's fine novel, and has had only one complaint about it. And over at the main branch, the video of Bernardo Bertolucci's *Last Tango in Paris*, starring Marlon Brando, another explicit film, is available.

Ms. Carlson also said that Bethlehem has just acquired a brand new hot item called *Dear Superlady of Sex — Men Talk about Their Hidden Desires, Secret Fears and Number One Sex Needs*. This book, because of a new security system at the library, will go on the shelf for general circulation. But if it disappears in spite of security, the next copy will probably wind up in the librarian's office with *The Ink Truck*.

As to overt pornography, nobody seems to stock it except the State University library, whose catalog lists, probably among other such items, the Richard Seaver collection of the writings of the Marquis de Sade, one of the most sexually explicit books ever published. It was out on loan when I checked.

Our local freedoms to read and watch what we will, are intact, thanks to our dauntless librarians who have resisted the idiocy of censorship by know-nothings, Moral Majorityites, and bumble-brained bluenoses who would like our minds to be as narrow as their own....

I take all this as a sign that our local freedoms to read and watch what we will, are intact, thanks to our dauntless librarians who have resisted the idiocy of censorship by know-nothings, Moral Majorityites, and bumble-brained bluenoses who would like our minds to be as narrow as their own, and who are still hot on the bookburning trail, trying to save the world from Kurt Vonnegut, J.D. Salinger, John Steinbeck, William Faulkner, Mark Twain, and other heroes of our literature, and, most incomprehensibly of all to me, Maurice Sendak, whom I value as the preeminent children's book author-artist of our time.

There is much more to take positions on — the confidentiality of library records — to keep private the library user's personal selection of books. The FBI, during the 1980s, petitioned librarians to divulge information on the reading habits of certain people, on grounds that they were investigating hostile intelligence service activities at libraries. This has been strongly resisted by many (but not all) librarians, and the American Association of Law Libraries is campaigning to raise public consciousness on this most important matter.

There is the mundane but most basic issue of budget cutting and shortening of library hours to save money in these days of economic recession. In Boston they closed the Central Library on Copley Square on Sundays, which seems mindless to me; for it is on weekends that almost the entire populace has the free time to use the library. Why not close on a weekday?

And there is, as always, the endless chatter in the media about the decline of the book, the growth of so-called "aliteracy" — meaning the condition of people who can read but

won't. Movies, TV, the proliferation of cable and videos, all these presumed enemies of the written word are surely thriving. But The New York Times also reported in September that large new bookstores — called "superstores" — are popping up across America, even under the management of B. Dalton, Waldenbooks, and Barnes & Noble, the chains that were heretofore noted chiefly for hawking best-sellers. Barnes & Noble's new store in St. Paul was the first of 20 such superstores planned, and each one will stock about 100,000 titles, which is 80,000 more books than the average Barnes & Noble store used to carry.

Why are they doing this?

Because the book refuses to die.

The book refuses to die...it is always now in the world, no matter how long ago that now moment may have been, and that we can always go there and be part of it, if we let the book transport us.

Remember Tower Records? They don't carry records any more in at least one of their Manhattan stores. Only tapes and compact disks, and — books. A new Tower store that opened last month in Manhattan will stock 70,000 books.

The irony of this is so delicious that I think I'll stop talking about it and close with a salute to the book, and to its people — the booksellers, the editors, the publishers, the readers, the writers, and the librarians — who are all linked in their common belief in the primacy of the mind, and in their refusal to accept the mortality of anything the communal awareness that somehow it is always now in the world, no matter how long ago that now moment may have been, and that we can always go there and be part of it, if we let the book transport us.

William Kennedy *is a novelist, professor at The State University of New York at Albany and founder of the New York State Writers Institute. His books include* The Ink Truck *(1969),* Legs *(1975),* Billy Phelan's Greatest Game *(1978),* Quinn's Book *(1988) and* O Albany! *(1983). With his son, Brendan Christopher Kennedy, he wrote* Charlie Malarkey and the Belly Button Machine *(1987). His 1983 novel,* Ironweed, *won the Pulitzer Prize and the National Book Critics Circle Award in 1984. He is also known for his work in journalism, having worked on newspapers in Miami, Albany, Glens Falls and San Juan, Puerto Rico. His honors include a 1981 National Endowment for the Arts Fellowship, and 1983 MacArthur Foundation Fellowship.*

LIBRARIES AND THE REFORMATION OF HIGHER EDUCATION

By H. Patrick Swygert

My relationship to the world of the library was greatly enriched by a position I held while an undergraduate at Howard University as a deck attendant at the Library of Congress. It was truly a wonderful job (in spite of the pay) because of the opportunity it afforded me to experience the wonders of the library to a degree that very few people experience. I was able to observe every part of the library — from general circulation to the Genealogy Room in the Thomas Jefferson Annex, from the Law Library to the rare book collection.

Libraries have remained for me remarkable, wonderful institutions ever since, but particularly because they reflect in their evolution humanity's efforts to increase and broaden access to knowledge. The great ancient libraries of Alexandria and Egypt were collections largely for members of the nobility, but by the Middle Ages, the privilege of access was expanded to scholars and clergy. As knowledge has expanded, our societies have consistently sought ways to make that knowledge available to more people. Over time, it became clear that this expanding access could empower greater numbers of people by introducing them to a broad base of knowledge. Public libraries emerged from this realization and, through the philanthropy of great men like Andrew Carnegie, libraries spread to villages and hamlets across this country. Academic and research libraries reflect in their mission this empowerment by providing a special kind of access to knowledge.

TRANSFORMATION OF ACADEMIC AND RESEARCH LIBRARIES

Today, however, challenges to academic and research libraries, especially technological ones, and challenges to higher education and its participants will require us to transform our notions about knowledge and learning, about research, and especially about the role that libraries can and should play in both of these. The principle ingredient — actually the driving force in many ways — for the transformation of academic and research libraries is technology. In fact, the electronic revolution has arguably affected no place quite so profoundly as it has the information environment of academic and research libraries. It has come upon us with great speed, and there are no signs that it is slowing down.

You may be familiar with the degree to which many of the most common library activities — that students as recently as 1980 were still doing by hand — are completely automated. Not very long ago, for example, in order to locate a book in the library, a student would have to go into the library, look up the book in the card catalog to discover if the library owned it, copy down the call number, and then go to the shelves to discover whether it was there.

Today, the same student can dial the library's online catalog from a computer in his or her dorm room, call up a title or subject list of titles, determine whether the library owns the book, where it is located, and whether it was in the library or checked out. The student may also be able to print all the information that appears on the computer screen. At the library, of course, the online catalog's computer terminals have replaced the familiar card catalog. The same kind of automation has been developed for reserve books, the acquisition systems, and a variety of other routine library services.

Technology's effect has now extended far beyond the automation of "housekeeping" activities, however, to affect in fundamental ways how students and scholars find and use information.

Technology's effect has now extended far beyond the automation of "housekeeping" activities, however, to affect in fundamental ways how students and scholars find and use information. In conducting research, library users now have access to what librarians know as bibliographic searching. A member of the research faculty or a doctoral student, for example, would use either online or CD-ROM technology to search for journal articles on a particular subject through computer indexes of all the academic journals and abstracts in the field. What used to require a manual review of printed indexes and bibliographies now takes just a few minutes to acquire in a much more comprehensive form.

The combination of speed, comprehensiveness, and

timeliness of the information changes the face of academic research entirely, and, as you can imagine, demand for these services is growing rapidly. The next phase, soon upon us, will be to make access to this information available from home or office as well.

This ability to electronically retrieve information that formerly required manual searching has also dramatically changed what is now available for scholars to review. The collections at libraries throughout the country and around the world can now be examined on computers through networks such as the Research Library Group, of which Albany is a member.

Success is measured by a library's ability to provide access to these various worldwide sources of information.

As you must appreciate, such technological advances alter in a fundamental way how academic and research libraries must set their goals. No longer is ownership of a comprehensive research collection the chief strategy of an academic library. Rather success is measured by a library's ability to provide access to these various worldwide sources of information.

Growth in technology also demands new skills and expertise from professional librarians and other staff. The way librarians spend their time has changed. Interaction with users of libraries often takes the form of instruction in using the new technology and helping them develop successful search strategies. Mastering the technology in order to acquire, catalog, describe and circulate material takes on more complexity in an automated environment.

Technology also has dramatic implications for the resources of academic and research libraries. The cost of keeping up with the latest technology is staggering enough, but it is even more difficult in times of shrinking resources and escalating costs of heretofore traditional library materials. In this period of transition, libraries must often choose whether to spend their resources on technology or on traditional library acquisitions.

Added to this demanding and complex picture is the fact that colleges and especially universities are complex places, where a wide variety of people pursue a very wide variety of goals. Yet the academic library exists at the center of virtually all of these goals.

Let me use my own institution as an example. At the University at Albany there are two libraries — one on our main campus and one downtown, which houses the public policy related collection. These two facilities serve a diverse undergraduate population of 11,000 students who are pursuing bachelor's degrees in 65 major programs. The libraries also serve 4,500 graduate students including nearly 1,200 who are pursuing doctorates, and so face not only a dissertation but also the need to demonstrate broad knowledge in their discipline. And the libraries serve 700 faculty members whose professional responsibilities include continuing research and publication of their work.

Libraries must often choose whether to spend their resources on technology or on traditional library acquisitions.

Activities much like these occur at research libraries on university campuses throughout the United States. The demands at smaller colleges and community colleges are, of course, different, but they too reflect diverse needs of students and faculty at those institutions.

EMPOWERING STUDENTS AND FACULTY

Academic and research libraries are being asked to serve increasingly diverse sets of student and faculty needs at the same time they must master increasingly complex and expanding access to information. An inherent conflict in these demands, however, is that more information does not necessarily ensure more knowledge. In fact, access to broader information can overwhelm knowledge. Thomas Galvin, professor of Information Science and Policy at the University, expressed the problem quite concisely when he wrote that "the information base has become increasingly fragmented and dispersed, and the process of information gathering at once more sophisticated and more complex."

More information does not necessarily ensure more knowledge.

What higher education in general, and academic libraries in particular, must do is to teach our students how to negotiate their way through this sea of information and how to manage this incredible access to information, so they may develop meaningful knowledge. The responsibility certainly falls to the faculty in the disciplines, but it will also fall to professionals in our libraries.

Quoting Dr. Galvin again, an essential ingredient in this transformation of higher education is:

> "the library's capacity to empower its users to draw on the universe of information, regardless of format or location, and deliver it in a variety of forms in response to the unique information needs of the individual."

In other words, we must maintain the traditional value that has always sustained the development of libraries — namely empowerment of users. This is an enormous challenge for those working in academic and research libraries and those interested in how the library's resources can support the educational enterprise. *Empowering* users to locate information and to build that information into meaningful knowledge is a different and much more complex responsibility for the academic library than the demands of the past.

We must maintain the traditional value that has always sustained the development of libraries — namely empowerment of users.

As students change and those entering colleges and universities bring a more diverse set of skills, the responsibility of the library includes making sure that all students are equally able to benefit from the technology available. Simultaneously, academic and research libraries must be able to serve the accomplished faculty researcher, the doctoral student, at the undergraduate student at risk, ensuring that each receives the level of service that is appropriate.

One way this challenge is being addressed is through interactive information systems that guide students in their search for information and their learning. Last year, the University at Albany Libraries opened an Interactive Media Center where student workstations offer computer software packages, videos, laserdisk and other instructional technology in a variety of educational activities. This Center has quickly become an enormously popular resource, especially for undergraduate students and their faculty. It has also served as a resource for area teachers and librarians.

Technology has the potential to transform the nature of scholarly publication as well. For example, Ted Jennings, a member of the Department of English at the University, now edits an electronic journal, called *E-Journal*, which focuses on the study of writing and literature on computer. The journal is in every way — except its format — the equivalent of a printed academic journal. Clearly not only library professionals, but academic administrators and faculty and student users will all have a role in determining the final shape of this changing environment.

THE DELICATE BALANCE

We are, in a true sense, in the midst of a revolution in learning. As instructional technology becomes more available, and more faculty and student use it, such a learning environment has the potential to transform the way students learn, the way faculty teach, and the way scholars conduct and communicate research.

Yet the academic library stands at a very delicate point in this emerging environment. The next decade will certainly be an exciting one for those involved in higher education and libraries, although it will most certainly be a challenging one as well, as the technologies involved in telecommunications, computing, and library services converge. In fact, the transformation has already begun in the role of library from "storehouse" of intellectual treasures to, what Johns Hopkins University President William Richardson has called a "crucial intellectual resource for any community of students and scholars" and "laboratories where knowledge is stored and used, discovered and rediscovered, refined and redefined."

The new academic library cannot lose sight of the values and ethics that drove Andrew Carnegie and others to bring libraries to towns throughout America.

In their pursuit of technological development, however, the new academic library cannot lose sight of the values and ethics that drove Andrew Carnegie and others to bring libraries to towns throughout America, or the same ethics and values that drove you to devote your life's work or your volunteer time to the library. In fact, as we address the technological demands that face us, the real challenge will be to wed technology to those traditional values that have sustained libraries throughout our history. We must be able to continue experiencing the passion for a beautifully bound book at the same time we find it in access to information provided by the CD-ROM. And we must use our skills and knowledge to empower those in danger of being left behind by technology, to ensure that all have an equal opportunity and access.

The responsibility for guiding this transformation and for shaping the future of higher education and academic libraries rests with all of us involved in the enterprise — professionals in the library and the classroom, administrators making decisions about resources, and especially the students and faculty who define what we are all about.

H. Patrick Swygert *is President of the State University of New York at Albany. Before assuming that post in August 1990, Dr. Swygert was Executive Vice President of Temple University. He began his teaching career at Temple University in 1972 as Assistant Professor of Law. He has also served as a visiting professor at Tel Aviv University and at the University of Ghana. From 1977 to 1980, he served in the Federal government, first as General Counsel to the U.S. Civil Service Commission and later as Special Counsel to the Merit Systems Protection Board. He also served as law clerk and assistant to Federal and State officials.*

How Sir Bedivere Cast the Sword Excalibur into the Water. A woodcut by Aubrey Beardsley from an 1893 edition of Sir Thomas Malory's *Le Morte D'Arthur.* On view in the exhibition **King Arthur: Looking at the Legend** in Gottesman Exhibition Hall at The New York Public Library, Fifth Avenue and 42nd Street, **October 19, 1991 - February 22, 1992.**

LIBRARIES AND EDUCATIONAL REFORM: ACCESS IS OWNERSHIP

By Geoffrey Marshall

I cannot imagine any significant educational reform that does not involve the library. In higher education, in almost every discipline, the library is still the center of the intellectual universe, the base camp from which all successful assaults on ignorance are mounted.

But having said that, the real topic of my brief talk is the fact that at the moment I don't believe we have a clue as to what shape reform will ultimately take in higher education, nor what effects it will have. I believe we are at the beginning of a struggle as profound as any in the history of higher education, and not only is the victor not yet known, I am not sure we even know who the combatants are. What seems to have happened is that we have partially succeeded in providing democratic access to higher education, and with that access has come a sense of ownership, and with ownership a demand for a share of power or control. But while the new owners argue about control and about the new curriculum, libraries are left without critical guidance.

The library is still the center of the intellectual universe.

What is happening can be explained in part by an analogy. I have a theory that photocopying created a revolution in management. In the past, when a scrivener made one or two painstaking copies of a critical document — such as a contract — that document was seen by relatively few people, and those few people made all the important decisions. "Middle management" wasn't even a concept in the days of hand copies, but if it had been, the middle managers would have had no say in most decisions because they did not have the background, the facts, the information, to make an informed contribution.

But when photocopying became commonplace, information was suddenly much more widely available and, inevitably, the people who had the information began to act as though they should have some say in how that information was to be used. Corporations began to have committees and task forces and "teams" where they used to have a boss. How many bosses nowadays are called "The Chair"? Or the "Chief Executive Officer" — a title implying that there are several "Executive Officers" in the firm.

The person with the information rules. Why else do tyrants work so hard to limit the flow of information?

Oversimplifying, my theory is that the person with the information rules. If more than one person has the information, then they have to work out some form of joint rule. Why else do tyrants work so hard to limit the flow of information?

In the past few years, with skyrocketing costs and with the advent of electronic communication and ubiquitous computing, librarians began to talk of a change from *ownership* to *access*. While libraries in the past were made up of what someone or some institution owned (we speak of a library's "holdings", for example), increasingly the goal of today's library is to provide access to information, no matter where it is located. Instead of asking whether a book is "in" or "out", we have begun to ask "where" the book can be located.

Instead of asking whether a book is "in" or "out", we have begun to ask "where" the book can be located.

But these discussions miss another point, I think, and that is that *access **is** ownership*. For example, to the freshman sitting at a terminal with access to CATNYP, the catalog of The New York Public Library, it is irrelevant whether the information in front of her means that the book in question is 50 feet away, 10 miles away or in California. The information is *there* and the information is hers. Sooner or later, those in possession of information believe that the information is theirs to do with as they please. And this has always been true.

The very earliest records indicate that writing was invented for the purpose of creating business records. It

was somewhat disappointing to learn how to read cuneiform impressions on clay tablets, only to read that Pharaoh Ramses II gave his loyal priest 15 head of cattle, 11 barrels of oil and 6 slaves. It was only a good deal later that this new record system was used for what we would call literature.

If the first recorded information belonged to those who owned things, later writing (and information) belonged to princes and to priests. With the scientific and industrial revolutions and the appearance of moveable type and acid-based paper, information spread to help create a broad new middle class and shared political power. The sharing did not always come without revolution, but it always came. Access was ownership.

To return to the main topic, I believe that the single most significant change to date in American higher education occurred in the mid-19th century, with the appearance of acid-based paper and the land-grant college with its new, more practical curriculum and its new, less elite student body. The graduates of these new institutions became the *nouveau riche*, the middle managers, the Congressmen, and came, in fact, to fill most public and commercial roles.

And today? Today we have achieved greater access to education and to information than ever in the world's history. This access has come partly as the result of deliberate social policy and partly as an unplanned consequence of astonishing changes in the technology of information flow. The flow of information is now an industry, of course. I can illustrate by conjugating the verb *to mail*: that is, I mail; you Federal Express; he, she and it Fax; and they use Bitnet.

Conjugate the verb to mail*: that is, I mail; you Federal Express; he, she and it Fax; and they use Bitnet.*

Libraries now have the pale blue glow of cathode ray tubes as students and faculty members sit searching through what used to be someone else's card catalog. At the City University our new electronic system brings us closer every day to the fact of a single University library with nearly 6 million titles, although no individual campus has anywhere near that number. Libraries everywhere now have sound recordings and videotapes, CD-ROMs and online abstract services.

But what does this tell us about educational reform? Let me press the situation to its extreme. Suppose every human being could have access to every bit of information. What would the curriculum be like then? Suppose our dream of universal literacy came true. Would we wake up in paradise, or some place else? Would the Apple that helped us achieve this condition be the one that keeps the doctor away or the one that got us tossed out of Eden?

I think one of the reasons that the current controversies over education are so passionate and so vicious at times is that there are two kinds of fear in us. On the one hand, we fear that we will not succeed in our dream of universal education and that our society will divide ever more sharply between the haves (who have information as well as other goods and services) and the have-nots. On the other hand, there is growing fear — particularly in higher education — that success may produce not a stronger democracy, which is what we always assumed, but something like anarchy instead. Some are beginning to wonder if individualized instruction might not result in men and women cut off from one another, rather than members of a new community.

There is growing fear that success may produce not a stronger democracy, which is what we always assumed, but something like anarchy instead.

If I can return to my hypothetical question about what would happen if every individual could have access to every bit of information — let us imagine a library full of students who are sitting in front of terminals just a keyboard away from everything that has ever been recorded in any form. Now what?

Well, it seems to me that what happens next is very unclear at present. The student must make a choice, and, because he or she is a student, that choice has been directed traditionally by the curriculum. But at the moment, although every college and university has a curriculum, the future curriculum is very unclear. I can easily imagine the student at the terminal, faced with infinite opportunity, choosing to turn the terminal off and go back to the dorm.

In this total access/total information world, is it likely that there will be more than four or five or six years available for a bachelor's degree? Or more than 24 hours in a day? If not, then there must be some choices made for education, and that is the problem. Those of you who have been following one or another of the current controversies about the curriculum are aware that by and large the issue is not access, it is choice. Even though it is not yet true that everyone has access to all information, we are

LIBRARY AND INFORMATION SERVICES FOR THE PEOPLE OF A DIVERSE STATE

Report of the 1990 New York State Governor's Conference on Library and Information Services

NEW YORK STATE GOVERNOR'S CONFERENCE ON LIBRARY AND INFORMATION SERVICES SETS AGENDA TO ENHANCE LITERACY, STRENGTHEN DEMOCRACY AND INCREASE PRODUCTIVITY

From April through November 1990, more than 2,000 people from all walks of life helped prepare an agenda for improving library and information services needed to enhance literacy, strengthen democracy and increase productivity in New York State. They took a close look at library and information services — "where we are now" and "where we need to go" — as New York moves toward the 21st century. The events celebrating libraries and literacy culminated November 28-30 when more than 300 delegates met in Albany at the New York State Governor's Conference on Library and Information Services.

Governor Mario Cuomo asked delegates to assess the status of libraries in New York State and make policy recommendations for local, State and Federal actions to improve services, leading to a White House Conference to be held in July 1991. The delegates responded in the resolutions they adopted, outlining a vision of greater and more equitable access to library services for all,

Governor Mario M. Cuomo

guaranteed privacy in library use, convenient and free access to government information and expanded services for children and adults.■

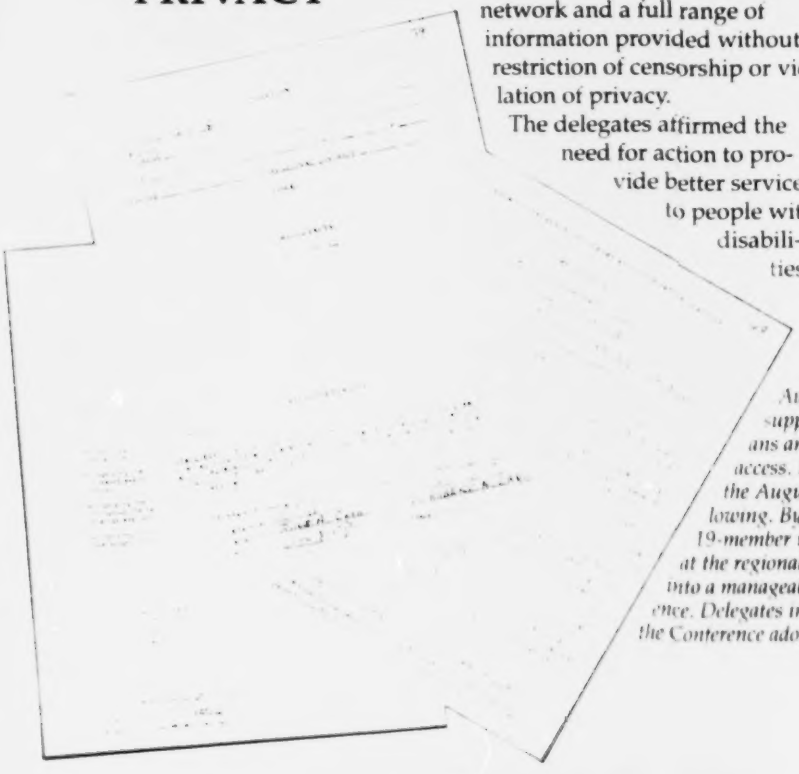
"New Yorkers, accustomed to the best and most advanced systems, have always taken libraries for granted. They can no longer."

The University of the State of New York
The State Education Department

RESOLUTIONS SET AN AGENDA FOR IMPROVING SERVICES — AND FOR ACCESS, EQUITY AND PRIVACY

The conference "spoke through its resolutions." Following debate on November 29 and 30, delegates adopted 29 resolutions and rejected 1 (on funding). They also adopted another 164 resolutions on a paper ballot. In their 193 resolutions, delegates endorsed State policy adopted by the Regents that all people should have access to libraries that are connected with a statewide network and a full range of information provided without restriction of censorship or violation of privacy.

The delegates affirmed the need for action to provide better service to people with disabilities, the young and people who need information to overcome disadvantages. The delegates urged libraries to use the new technology and to participate in national and regional networks to meet the information needs of all citizens. Delegates were also concerned about protection of First Amendment rights, confidentiality of reader's records and freedom to read. They reaffirmed as essential to our democratic form of government people's rights of access to government information and a library community that serves as citizens' advocate to know. Delegate actions stressed the importance of erasing illiteracy through every means possible to improve the quality of life of our people and the productivity of our businesses.■



Authors Robert Caro, Kurt Vonnegut and Tom Wolfe supported an alkaline paper resolution, and both librarians and library users supported extending electronic access. People from all walks of life submitted resolutions at the August 28 regional conferences or in the seven weeks following. By October 15, they had introduced 948 resolutions. A 19-member resolutions committee, including 11 members elected at the regional conferences, analyzed, combined and edited these into a manageable 191 in advance of the November 28-30 conference. Delegates introduced additional resolutions November 28 and the Conference adopted 179 resolutions.

WHAT DELEGATES SAID

Ethel Bray, Versailles, Librarian of the Seneca Nation Library: It was wonderful of Governor Cuomo both to sponsor the conference and find time to speak to us when he was dealing with so many problems in the midst of the fiscal crisis. By traveling on the chartered bus from Olean we got acquainted with other delegates on the way. The caucus and discussion sessions helped us understand other people's problems and get the resolutions we needed. We worked hard and it was a honor to be at the conference. I was glad that the delegates addressed the problems of small libraries and the need for staff training.

Rachel Cahill, Scotia, high school student: I learned a lot about the problems libraries face and about how government works. Funding issues were central. I became concerned about access, especially for people with disabilities and young people, both in inner cities and rural areas. I will take these concerns to Washington as a White House Conference delegate.

Judith Foust, Brooklyn, Deputy Director of Brooklyn Public Library: I was most impressed with how the process forged teams of concerned library supporters. We came away from the regional meetings and from the conference with a team of people who would never otherwise have met, but who had learned to work effectively together for libraries.

OTHER MAJOR LIBRARY EVENTS IN 1990

April
The "Night of 7,000 Stars" engages people in celebrating libraries and literacy across New York State

July
The Governor signs Chapter 917, increasing State aid for library systems and libraries from $70 million to $75 million in 1991, $80 million in 1992 and $80 million in 1993

November
Governor Cuomo exempts libraries from the first local assistance cuts in the fiscal emergency

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WHAT DID DELEGATES SEE AS MOST IMPORTANT?

Five weeks after the conference, delegates responded to a poll seeking to identify the most important resolutions adopted at the conference. They indicated that the resolutions starred (*) should be given "top priority." Resolutions adopted after floor debate bear the notation FCR. The other 143 resolutions adopted at the Conference appear on pages 17-21.

PRIVACY AND INTELLECTUAL FREEDOM

- **Intellectual freedom**. Public library borrowing policies which restrict access by material type, age level of borrower or replacement cost of materials and/or equipment should be eliminated. Federal and State laws should be amended to guarantee access to all library materials without discrimination by age, material type or cost of item and existing confidentiality and privacy statutes should be enforced in all public libraries, especially in the area of circulation records and borrowing procedures. FCR1002
- **Rights of library patrons**. The Governor and the Legislature of the State of New York should guarantee the rights of library patrons to access library information without government interference unless subpoenaed to do so. CR1003
- **Intellectual freedom and access**. Libraries must defend the rights of their users to all materials without the censorship or supervision of any kind and must defend the privacy of their users' choices. CR1005

  Restrictions on access to books and information. The White House Conference should recommend to the Congress abolition of laws and regulations which inhibit access to information and the end of all actions which will bring about the privatization of access to information. The delegates deplore any action by any individual citizen which leads to the censoring of any materials selected for community use by the library. FCR2008

EQUITY

- **National electronic network**. The New York delegation to the July 1991 White House Conference should support national electronic networking that will help New York State expand its productivity and research, and the New York State Library Technology and Access Biennial Committee should ensure that plans for statewide library networking be compatible with emerging national network efforts so that New York's libraries can achieve their maximum potential in providing telecommunications-based information services. FCR2001
- **Access to universal mandated library services**. The Regents, the State Education Department and the State Legislature should work for universal library service in New York State, mandating that every community be required to support and fund public library services adequately as it now does for schools. FCR1099
- **Statewide electronic library card**. The State Library should ensure that all residents of New York State have a State electronic library card which gives each individual access to the statewide library network which makes the resources of all the libraries in the State available to holders of such a card. FCR1191
- **Modern equipment in libraries**. New York State should provide sufficient funding to libraries to ensure adequate access to information and materials by all citi-

continued on page 4

OTHER MAJOR LIBRARY EVENTS IN 1990

April

The "Night of 7,000 Stars" engages people in celebrating libraries and literacy across New York State

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Governor Cuomo exempts libraries from the first local assistance cuts in the fiscal emergency

What Did Delegates, continued from page 3

zens of the State. Specifically, all libraries should be equipped with a telephone, a photocopier, a microfilm reader/printer, a FAX machine and a microcomputer with CD-ROM drive, modem and printer. FCR2009

- **Rural public libraries** A rural public libraries study commission should be established to address the inequitable services in public libraries whose chartered population is 7,500 or less. FCR1146
- **The library profession and library services in African American and Native American communities.** New York State must address the following concerns of the New York Black Librarians Caucus on behalf of African American and Native American constituents in New York State: (1) Providing on an equitable basis educational/cultural information services to minority communities, especially where people of African descent or Native Americans reside. (2) Providing continued outreach to minority communities through services and programs to increase reading ability, library skills development, educational levels and preserving and strengthening production of sources for informational needs and their literature. (3) Meeting the demonstrated high demand among people of African descent and Native Americans for better access to information on all levels of libraries and information services. (4) Increasing efforts to recruit African American and Native American librarians and improving opportunities for their advancement in library and information services to impact on decision-making practices. FCR3002

ACCESS TO GOVERNMENT INFORMATION

- **End privatization of government information.** The White House Conference should recommend to Congress the end to all actions which will bring about the privatization of access to government information. CR1008
- **Access to government information.** The right of the people to have ready access to government information and the belief that government, at all levels, has an affirmative duty to provide and facilitate public access to government information is strongly supported. FCR1009

The Resolutions Committee, cochaired by Assemblyman Edward Sullivan and School Boards Association President Al Hawk, began their work October 28 when they prepared a "Resolutions Notebook" containing — resolutions for the consideration at the Conference. Here, with Commission Vice Chair Patricia Mautino seated next to Mr. Sullivan, the Committee continues its work during the Conference.

SERVICES TO CHILDREN AND YOUTH

- **Integration of library skills into all educational programs.** The State Education Department's Office of Elementary, Middle and Secondary Education should be directed to require integration of library media and information skills instruction into all K-12 content areas through such means as ensuring inclusion in all curriculum written by SED, inclusion in the assessment instrument of the Effective Schools Consortium and the Excellence and Accountability Program, and by requiring each school district to adopt a written plan of service which meets this objective and which is administered by a library coordinator who is a certified school library media specialist appointed by the district. FCR1120
- **Equitable access to information by youth.** The State Education Department shall institute a thorough review of Section 711, Chapter 53 of the Education Law of 1985 to include a clear and specific funding formula, including a maintenance of effort clause and a supervised accounting procedure and to recommend appropriate funding to the Legislature. Such review shall be accomplished by 1992. FCR1123
- **Library books in school contingency budgets.** Section 2023 of New York State Education Law should be amended to include library books and other resources, print and nonprint as "essential to maintain the educational program" of a school district. FCR1140

Patricia Glass Schuman, President-elect of the American Library Association, urged delegates to give careful attention to policy that could deprive people of government information. She is shown here with Conference Chair Wade.

- **Headstart-type programs in public libraries**. Additional Headstart-type programs should be funded in public libraries as soon as possible where feasible and desirable. FCR2007
- **Library services to youth**. Public and school libraries and library systems should support services to youth by securing and allocating adequate funds and staff for such services and by making needed improvement in library hours, physical arrangement and consultant services. FCR2002

SERVICES TO ADULTS

- **Consumer health care information**. New York State should strengthen its support to health sciences libraries, public libraries and Reference, Research and Resources Councils to ensure equal and adequate access to health care information for health care consumers, patients and their families and, in so doing, provide a model for cooperative effort that can be presented and promoted at the White House Conference on Library and Information Services. FCR1829
- **Library services to meet the changing needs of society**. Public policy should recognize that libraries provide a critical resource for displaced homemakers, immigrants, remotivated dropouts, people with disabilities, released prisoners, ex-prisoners and others at risk who are seeking entry into the workforce; and that they are of equal value to those seeking a career change and others wishing to alter directions within the workforce. FCR2005

SPECIAL SERVICES FOR SPECIAL NEEDS

- **Adults with learning disabilities**. New York State's libraries should develop networking, informational, outreach and educational services run in conjunction with the Adult Literacy Centers and The Library Service for People with Special Needs. Libraries should have a volunteer group with representation from just about every disability including the learning disabled population meeting every two weeks with at least two paid library representatives who are aiding in organizing complex informational and educational service within the library system. There are two different programs that can now be joined together and by continuing and expanding both services we will be improving services not just for adult literacy but for persons with special needs and the learning disabled populations. FCR1109

LITERACY

- **Statewide library literacy efforts**. (1) The governor should recognize the role that libraries have taken in battling illiteracy — particularly in forming a partnership with the schools and in selecting/promoting appropriate age level reading materials. (2) New York State should create a position to coordinate and support library literacy efforts. (3) The governor should provide additional and adequate funding to develop, maintain and expand library literacy and reading programs. (4) The governor should provide adequate funding to library literacy programs, enabling these programs to recruit and train qualified profes-

continued on page 6

What Did Delegates, continued from page 5

sional librarians, educators and volunteers. FCR1102

- **Support for adult learning, services to children and literacy**. The Governor and the Legislature of New York State and the President and the Congress of the United States should formally recognize public libraries as educational agencies for lifelong learning by specifically including libraries in all legislation, regulations and policy Statements which provide funding for or otherwise affect adult learning, services to children and efforts to increase literacy. FCR2006

PRODUCTIVITY

- **Increasing productivity by providing information to businesses**. New York State should increase support to libraries and library systems earmarked for business services which will enable the small businessperson and corporate user alike to access the information which is such a vital component of economic growth and increased productivity. FCR1083
- **Electronic access to local, State and national libraries**. The Governor's Conference supports the concept of the National Research and Education Network (NREN) which would connect government, industry, higher education and libraries and would establish a digital library of databases and knowledge accessible through the telecommunications network. FCR1178

INFORMATION POLICY

- **New York State information policy**. The Governor should create immediately by Executive Order and he should submit no later than 1992 a proposal to create in

Regional conference participants could try the OCLC reference database, EPIC. Melina Hensel, trainer for the SUNY/OCLC network, worked with teams of experienced searchers to mount a demonstration of the database at the regional conferences.

statute a New York State Information Policy and Practices Commission. The Commission should include at least the Director of the Division of Budget, the State Comptroller, the Attorney General, the Commissioner of Education (State Archives and Records Administration, the New York State Library), the Secretary of State (Committee on Open Government), the Director of the Office of Management and Productivity and the Chair of the New York Local Government Records Advisory Council or their designees. The Executive Order and statute should include a Statement of State information principles as a basis for sound State government information policies, programs and practices. A New York State Information Policy and Practices Commission should evaluate State government information policies and practices; promote coordination of these among State agencies and between State and local governments; propose needed information statutes, regulations, policies, standards and programs to the Governor, Legislature and appropriate agencies; assess the impact of Federal information policies and practices on New York and recommend actions to improve them; and issue a biannual report to the public describing State information policy and practices, their adequacy and actions needed to improve them. FCR1035

- **National information policy**. A national information policy should be implemented to (1) guarantee all citizens equal and full access to publicly funded library and information services. (2) ensure that government agencies at all levels work together to make all existing and new information services to the maximum degree possible and (3) protect the privacy of all segments of our society including personal privacy. CR1034

UNIQUE RESEARCH RESOURCES

- **Preservation of books and historical documents**. (1) Local, State and national publishers, including governments at all levels should be encouraged to use stable alkaline paper for the production of information materials (including government records) with significant value for research; (2) New York State should increase the resources available to support its conserva-

tion/preservation program; and (3) New York State should aggressively pursue the increase of Federal and local government and corporate and other private support for the conservation and preservation of information materials vital to the State's future productivity, democracy and scholarship. FCR2003

FUNDING AND PUBLIC AWARENESS

- **Annualized State funding.** The Governor and the Legislature should provide for the needs of libraries throughout the State with annualized funding increases. FCR1070
- **Funding.** New York State and Federal funding sources should make libraries a priority when funding is considered for the future to insure that literacy, productivity and democracy are made possible. CR1068
- **Increasing awareness of the value of libraries.** A comprehensive and aggressive public relations program for libraries must be established to educate the public and increase their awareness of libraries and librarians. FCR1082
- **New York State Center for the Book.** The New York State Library should be directed to submit an application to establish a Center for the Book in New York State which is affiliated with the Center for the Book in the Library of Congress. FCR1116
- **Funding for school library systems.** The Legislature and the Governor should respond to the need for increases in existing funding for school library systems in order to assure that the school library systems are equal partners among all library systems in the distribution of State and Federal funds. FCR1129

Children from PS 42 in Brooklyn told Commissioners at an October 4 hearing on archives how historical records they used showed their school was the successor of Colored School 2 of Old Weeksville, one of New York's first settlements of free African Americans.

- **Preservation.** Additional State aid funds are needed immediately for the preservation/conservation of library materials and for the immediate microfilming or other photoreproduction of items that cannot otherwise be saved in order to preserve/conserve a record of our culture and heritage. CR1019
- **Postal and carrier rates.** A system of subsidized postal and carrier rates should be established to aid libraries. CR1058
- **Recognition and funding of public libraries.** Libraries should be recognized by the State Education Department and the State Legislature as educational institutions which should be funded annually at 44 percent of expenditures or on a par with the funding of public schools. CR1078
- **Federal funds for public libraries.** Congress should enact legislation providing Federal funds to each local public library at a percentage of each local dollar spent for the purchase of library materials during the previous year, and Congress should assist public libraries in fighting issues of social concern by allocating to public libraries a percentage of the funds appropriated to address these concerns. CR1077

LIBRARIANS AND LIBRARY EDUCATION

- **Professional staff.** All libraries, including public, school and academic libraries, recognized by the State Education Department should be required to employ a certified librarian and the Department should be required to devise creative means to provide professional training for nonlibrarians currently employed as library directors; creative funding approaches to adequately compensate librarians; and/or incentives for such employment practices. CR1037

continued on page 8

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What Did Delegates, continued from page 7

- **Training personnel.** In order to recruit and retain quality personnel, alternate training methods must be provided to respond to the needs of a variety of geographic regions. CR1038
- **Library education opportunities.** The New York State Education Department should fulfill its leadership responsibility by addressing the problem of the number and distribution of schools and educational programs for library and information services; SED should implement recruitment strategies, modify educational programs and expand professional development opportunities for library personnel. (2) New York State funds should be allocated to provide for equitable geographic distribution of educational programs in library and informational services throughout New York State. CR1045
- **Professional staff.** Any statewide or national plan of library service shall include elements that address recruitment, education, certification and retention strategies to counter the shortage of librarians during the 1990s; and that such elements shall include implementation tactics which reflect the recommendations of current directed research and problem-solving task forces. CR1040
- **Shortage of librarians.** The Regents should develop a statewide plan that will ensure the recruitment, education and continued professional growth at all levels of a culturally diverse group of librarians and other information professionals to meet the needs of our diverse State. FCR2004
- **Librarians in Civil Service.** Civil Service law should be amended to remove librarians and library directors from the Civil Service and the Education law should be amended to place public librarian eligibility under the jurisdiction of the State Library. CR1052

OTHER ACTIONS

- **"English-only" legislative initiatives.** This Conference opposes local, State and Federal legislative attempts to create "English-only" statutes and encourages libraries to provide materials and services to help non-English speaking Americans learn English in order to enable them to fully participate fully in our democracy. FCR1086
- **Diversity.** The Governor's Conference supports cultural diversity in all its forms. Accordingly, each library should encourage diversity among its patrons, its staff and its collections and services. Libraries should guarantee the public and staff equitable access to its resources, and for employees equal access for advancement without regard to their race, color, creed, religion, national origin, sex, sexual orientation, ancestry, age, marital status or handicap. CR1087
- **Principles for making decisions** Recognizing that libraries, library systems and information services play an important role in a democratic postindustrialized society, this conference of concerned citizens, library and information professionals, confirms that the principles for libraries and information services in the 21st century should emphasize: a) Local autonomy for libraries to develop a scope of services appropriate for their users. b) Commitment to cooperation of all libraries and library systems. c) Commitment to increased emphasis on access to library services by all patrons and by all appropriate technical means. d) Recognition that possible services for any library exceed its capabilities, and therefore hard choices and selections must be in order. e) Recognition that the patron and information users are the reason for information services and meeting users' needs should be the primary reason for the operation of services. f) Library and information education are prime requirements of our society, and all information services supporters are encouraged to look for their extension. g) That State and Federal agencies should support these objectives. CR3027
- **National Endowment for the Arts.** The Governor's Conference goes on record against the continued use of the amendment drafted by Senator Jesse Helms and now required by recipients of the National Endowment for the Arts grants. CR1001■

WHAT DELEGATES SAID

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Raul Huerta, Hamilton, Mohawk Valley Community College Learning Resources Department Head: The conference underscored for me the importance of liberty and freedom of speech. I was especially pleased to meet Steven Pico-someone who had taken a stand for these freedoms as a high school student in the 1970s, who went to the U.S. Supreme Court to defend them and who remains involved.

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Esther Lopato, Brooklyn, psychologist and library trustee: I was impressed at the way we achieved consensus. Most delegations were prepared to go to work as a result of the regional conferences. Brooklyn delegates sought strong resolutions on Federal responisbility because the Federal government has cut way back since 1981. Early childhood services are my personal priority and I was glad to see the conference make them, literacy and greater public support of public libraries conference priorities. Money, as well as service, was on the minds of most delegates. It was not a pie-in-the-sky conference but we went on record for better service than we have today!

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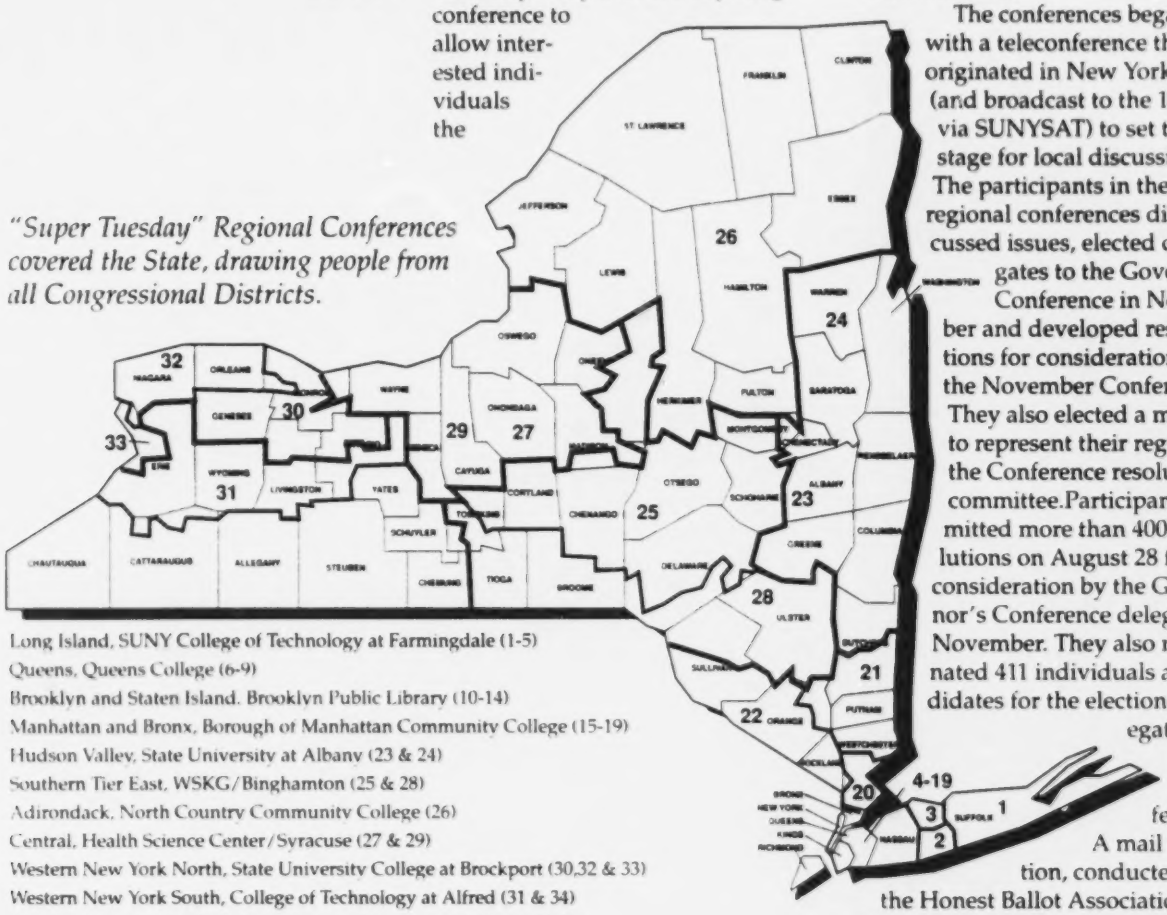
SUPER TUESDAY — AUGUST 28, 1990

On August 28, people gathered in 11 regional Governor's Conferences, from Brockport to Farmingdale and from Saranac Lake to New York City. They met in a day-long conference to allow interested individuals the opportunity to discuss important library and information issues. Some 1,900 people attended the regional conferences — a unprecedented turnout!



"Super Tuesday" Regional Conferences covered the State, drawing people from all Congressional Districts.

Long Island, SUNY College of Technology at Farmingdale (1-5)
Queens, Queens College (6-9)
Brooklyn and Staten Island, Brooklyn Public Library (10-14)
Manhattan and Bronx, Borough of Manhattan Community College (15-19)
Hudson Valley, State University at Albany (23 & 24)
Southern Tier East, WSKG/Binghamton (25 & 28)
Adirondack, North Country Community College (26)
Central, Health Science Center/Syracuse (27 & 29)
Western New York North, State University College at Brockport (30,32 & 33)
Western New York South, College of Technology at Alfred (31 & 34)
Southeastern New York, Orange County Community College (20-22)

The conferences began with a teleconference that originated in New York City (and broadcast to the 11 sites via SUNYSAT) to set the stage for local discussions. The participants in the regional conferences discussed issues, elected delegates to the Governor's Conference in November and developed resolutions for consideration at the November Conference. They also elected a member to represent their region on the Conference resolutions committee.Participants submitted more than 400 resolutions on August 28 for consideration by the Governor's Conference delegates in November. They also nominated 411 individuals as candidates for the election of delegates to the Conference.

A mail election, conducted by the Honest Ballot Association of Floral Park, NY, in early September, resulted in the election of 272 delegates to the November Governor's Conference.

The media were an important part of the regional conferences. The New York Network's award-winning political series, "Inside Albany" reported the Hudson Valley conference, tying the discussions to a library district election held the following week in Troy. The New York regional conferences premiered the OCLC video prepared for the White House Conference, "The Electric Library."■

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Members of the Governor's Commission on Libraries took time for this photo on August 8. **Front row**: *M. Crounse, R. Wade, P. Mautino, J. Shubert.* **Second row**: *S. Li, V. O'Brien, C. Jenkins, D. Casey, J. Miller, K. Smith.* **Middle row**: *H. Flowers, D. Davila, R. Wedgeworth, T. Hobart, J. Welch, A. Hawk, J. Bargness, P. McCarthy, F. Roscello, J. Carter, G. Bobinski, R. Lockwood, L. Chodos.*

THE NEW YORK STATE GOVERNOR'S COMMISSION ON LIBRARIES

Richard C. Wade, Chair, Professor of History, City University of New York
Patricia H. Mautino, Vice Chair, Administrator at Oswego County BOCES
Josephine Bargnes, Trustee, Amherst Public Library
George S. Bobinski, Dean, State University at Buffalo
Larry Brandwein, Director, Brooklyn Public Library
James E. Carter, Superintendent, Oneida Madison BOCES
Daniel W. Casey, Trustee, Solvay Public Library
Laura B. Chodos, New York State Board of Regents
Daniel Davila, Professor, Hostos Community College
Hugh T. Farley, Chair, New York State Senate Subcommittee on Libraries
Helen F. Flowers, Librarian and Teacher, Bay Shore High School
Sarah R. Green, High School Student, Bellport
Albert W. Hawk, President, New York State School Boards Association
Timothy S. Healy, President, The New York Public Library
Andrew Heiskell, Trustee, The New York Public Library
Thomas Y. Hobart, Jr., President, New York State United Teachers
Cynthia Jenkins, Chair, New York State Assembly Subcommittee on Libraries
Kenneth P. LaValle, Chair, New York State Senate Higher Education Committee
Suzanne D. Li, College Student, Flushing
Shirley Geok-lin Lim, Professor, Katonah
Richard G. Lockwood, Mayor of Ogdensburg and Elementary School Principal
Patricia McCarthy, Monroe County Clerk
Jacqueline Miller, Director, Yonkers Public Library
Virginia O'Brien, Rensselaer County Legislature Staff
Laura Rivera, Bronx Borough President's Office
Frances Roscello, President of the New York Library Association
Kevin Smith, Executive Director of Literacy Volunteers of New York State
Thomas Sobol, New York State Commissioner of Education
Edward C. Sullivan, Chair, New York State Assembly Higher Education Committee
Carolyn Reid-Wallace, Vice Chancellor, City University of New York
Daniel B. Walsh, Executive Director, New York State Business Council
Robert Wedgeworth, Dean, Columbia University School of Library Service
Janet M. Welch, Director, Rochester Regional Library Council ■

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PREPARING FOR THE CONFERENCE

Governor Cuomo was the first Governor to call for a statewide conference on library and information services and pledge State funds for its support. He announced his intention to call a New York State conference in his January 1989 State-of-the-State message. He pointed out that a White House Conference on Library and Information Services was scheduled for July 1991 and he included $25,000 in the 1988-89 State Budget to plan for the New York conference. In 1990 the Legislature appropriated another $185,000 for the conference.

In his 1990 State-of-the-State address, the Governor announced that Richard C. Wade, Distinguished Professor of History at the City University of New York would head a 34-member Commission on Libraries to plan the statewide conference. The Commission was comprised of leaders from across the State who represented members of the general public, elected and appointed government officials, library and information supporters, and library and information professionals (the same categories Congress established for delegates to the White House Conference).

The Commission met for the first time in April to set policy for the conference and plan hearings to gather information on the condition and future needs of library and information services. The Commission made four key decisions in its early meetings:

- To make the greatest participation possible, the Conference would consist of 11 regional one-day conferences plus a statewide meeting in Albany.
- To ensure a democratic conference, most delegates to the Albany meeting would be elected by participants — only one fourth of the delegates would be appointed.
- Regional elections based upon Congressional districts would be held to assure equitable representation.
- The conference resolutions process would be entirely open.■

HEARINGS PROVIDE INFORMATION

The Commission conducted four statewide hearings in July and August and two in October to collect information on the status and needs of library services. These hearings focussed on the major themes of the New York State and White House conferences: Library and information services for democracy, productivity and literacy. The Governor's Commission added a fourth theme: The role of libraries in a diverse State. The Commission held hearings to explore each topic.

The Commission also held hearings in October to coincide with National Archives Week and the New York Library Association conference. More than 281 people testified at the six hearings, and more than 270 observers attended. Members of the Commission who served on the hearing planning committees developed hearing reports including 59 recommendations for action, many of which were incorporated into conference resolutions.■

Three distinguished New Yorkers joined regional Governor's Conference in a teleconference. Commission Chair Richard C. Wade, Gloria R. Naylor, author of The Women of Brewster Place, *and Bronx Borough President Fernando Ferrer spoke with more than 1,900 people by the State University satellite telecommunications system. Each spoke of need for political action to make libraries more available. Wade said librarians "must raise their voices outside the library." However, Ferrer emphasized that many political leaders perceive librarians as "sole constituents" and therefore, library users must be vocal advocates for library services. Naylor urged delegates to "focus on the young," commenting that the library for her as an child in Harlem was the place to dream and develop imagination. The 30-minute teleconference set a common theme for the discussions in sites as different from one another as a public television station studio in Binghamton to the Borough of Manhattan Community College.*

THE DELEGATES

The delegates came to Albany November 28 from offices in Manhattan, neighborhoods in Brooklyn, Bronx and Queens, and from some of the State's smallest towns. They came from Avon, Centereach, Endicott, Middletown, North Collins, Orchard Park, Saranac Lake, Syracuse, Stony Brook, Syosset, Versailles and Waterloo.

To come to Albany they left city halls and county courthouses, classrooms, farms, offices, rehearsal halls, stores and studios.

Some came because they had been long associated with public, school or university libraries — as public or education officials, supporters or staff. Some came because libraries are important in their own work as writers, scientists, managers and researchers. Others — social workers, teachers, technical advisers and government officials — came because they want libraries to help the people they serve.

Most had campaigned vigorously to be elected, others were surprised and honored at Governor Cuomo's invitation to serve as an appointed delegate. Together, they represented all the people of New York State, And, like the State's population, they were are diverse group in age, national origin, race, language, educational achievement and income level.

In addition to the 272 delegates elected from the regions, the Governor appointed 45 delegates. Members of the Governor's Commission and the Conference Working Group also were delegates.■

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THE NOVEMBER CONFERENCE

The delegates to the November 28-30 Conference learned, debated and adopted resolutions to make recommendations on State, local and Federal library policy. They also elected delegates to the July 1991 White House Conference.

Governor Cuomo set the stage for discussion and debate by outlining his views on services libraries provide, crediting libraries with a "magnificent tradition" of service essential in today's information society. He characterized the American public library as "revolutionary" because, unlike libraries in many other countries, the library is not a privilege of the rich, but is open to all. He described how libraries have helped generations of new Americans become literate and productive participants in a democratic society.

William Kennedy, Pulitzer Prize-winning author, outlined how important libraries are to him as an author and how they are basic to a free society. He pointed out that librarians who collect and preserve materials and guarantee the privacy of users are a key part of American library service.

Other Conference speakers included: Richard C. Wade, Chairman of the Governor's Commission on Libraries; Thomas Sobol, New York State Commissioner of Education; Peter R. Young, Executive Director of The United States National Commission on Libraries and Information Science; H. Patrick Swygert, President of the University at Albany; and Patricia Glass Schuman, President-elect of the American Library Association.

Delegates discussed issues in caucus sessions on funding and mandating school and public libraries, library systems, services to children and youth and preservation, documentary heritage and archives.

In addition, they heard and questioned experts on technology as an information tool, libraries and educational reform, access to government information, libraries and literacy, partnerships for productivity, and the next generation of librarians, archivists and information specialists. The caucus and focus sessions preceded debate and voting on resolutions. Delegates also had access to a computer database provided by the National Commission on Libraries and Information Services. The Commission developed the hypertext program to provide instant access to data on productivity, literacy, democracy, and library and educational resources in the 50 states.■

WHAT DELEGATES SAID

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DELEGATES TO THE 1991 WHITE HOUSE CONFERENCE

On the closing day of the Conference, the delegates elected 28 delegates and 12 alternates to represent New York at the July White House Conference. In accordance with Commission rules, individuals were elected, in equal numbers, to the four categories: General public, elected/ appointed government officials, library and information supporters and library and information professionals. Governor Cuomo appointed eight delegates (two in each category), resulting in a 36-member delegation.

General Public

Rachel Elizabeth Cahill, Scotia, Student and Girl Scout

Theodore (Ted) Carter, Manhattan, Government Affairs Associate

Laura B. Chodos, Rexford, Regent

Jamal B. Harrison, Bronx, High School Student

Kitty Lunn, New York, Chair Actors Equity Committee on Performers with Disabilities*

Kevin G. Smith, Buffalo, Executive Director of Literacy Volunteers of New York State

Steven Pico, Brooklyn, Artist

John M. Martinez, St. James, Sixth Grade Student

Richard C. Wade, Manhattan, Professor of History*

Elected/Appointed Officials

Walter Cooper, Rochester, Regent

Hugh T. Farley, Schenectady, Chair of Senate Subcommittee on Libraries

Carole F. Huxley, Loudonville, State Deputy Commissioner for Cultural Education

Cynthia Jenkins, Jamaica, Chair of Assembly Subcommittee on Libraries

Esther W. Lopato, Brooklyn, Member of Community Planning Board and Library Trustee

Shirley Rodriguez Remenski, New York City, Governor's Office of Hispanic Affairs*

Thomas Sobol, Loudonville, State Education Commissioner*

Andrew J. Spano, Yorktown Heights, Westchester County Clerk

Edward C. Sullivan, Manhattan, Chair of Assembly Higher Education Committee

Library and Information Supporters

Ellen E. Braithwaite, Bronx, Director of the New York City Human Resources Administration Office of Family Services and Friend of the Library

Donald Paul Ely, Dewitt, Library Trustee

Jeanne L. Galbraith, Albany, Secretary of United University Professions*

A. Ross Kitt, Rochester, Friend of the Library

Mary Jo Malley, Elma, Library Trustee and Director of Special Events at Canisius

Patricia H. Mautino, Liverpool, Director of Instructional Support at Oswego County BOCES

Gregory S. Nash, Ballston Lake, Vice President of New York Education Association*

John R. O'Rourke, Fulton, Superintendent of Schools

Zebulon S. Robbins, Clifton Park, Director of the School Support Services Division, Albany-Schoharie-Schenectady BOCES and Library Trustee

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Roberta G. Cade, Albany, Director of the Division of Library Development

Mildred E. Dotson, Manhattan, The New York Public Library Outreach Coordinator

Helen F. Flowers, Bay Shore, School Library Media Specialist

Judith M. Foust, Brooklyn, Deputy Director of Brooklyn Public Library

James L. Holley, Binghamton, Director of Vestal Public Library*

Ada Edwards Jackson, Manhattan, Librarian at the New York Public Library

Rocco A. Staino, Poughkeepsie, Director of Ulster BOCES School Library System

Robert Wedgeworth, Hartsdale, Dean of the Columbia University School of Library Service

Janet M. Welch, Fairport, Executive Director, Rochester Regional Library Council

**Appointed by Governor Cuomo*

ALTERNATE DELEGATES

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Kathlyn Adams, Churchville, retired**

Suzanne D. Li, Flushing, student and, subsequently, library school graduate**

Soneni B. Smith, Brooklyn, Writer**

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Aida A. Gonzalez, Flushing, Director of Cultural Affairs of Queens County**

Larry J. Hackman, Delmar, New York State Assistant Commissioner for Archives and Records and Administration *(resigned April 1991)*

Ernestine Washington, Laurelton, Member of Community School Board District 29, Queens**

James E. Carter, New Hartford, Superintendent of Oneida-Herkimer-Madison BOCES**

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Richard Andrew Barry, Floral Park, Library Trustee

Walter Grattidge, Schenectady, Trustee Capital District Library Council

Rita P. Reznik, Manhattan, Retired Textile Stylist and Executive Secretary and Friend of the Library**

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Richard Halsey, Saratoga Springs, Dean, School of Information Science and Policy, State University of New York at Albany

Stanley A. Ransom, Plattsburgh, Director of Clinton-Essex-Franklin Library System**

Janet Steiner, Vestal, Executive Director South Central Research Library Council

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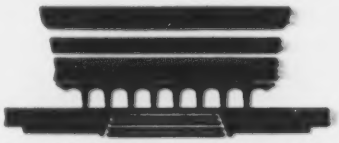
*Appointed by Governor Cuomo

What comes after the Governor's and White House Conferences?



"New York State should..."

The Governor's Conference resolutions are in print. They provide a basis for the platform the New York delegation will take to the July 9-13, 1991, White House Conference on Library and Information Services. They will also be useful to the Governor's Commission on Libraries in 1991 as it reports to Governor Cuomo recommendations on State policy for which the Governor, the Legislature and the Regents are responsible.

But what can the Governor's Conference change?

As the November Conference took place, the State's fiscal problems were deepening. Delegates from New York City, especially, were concerned about massive reductions in public library branch hours and service cutbacks required by reduced budgets. All participants in the Conference were aware of widening gaps between needs, today's services and resources.

"New York State should..." resolutions alone cannot fill those gaps or bring about the quality and extent of services the Conference limmed. What can we expect in 1992, 1993 and beyond as a result of the Conference?

We wish delegates had had additional time within the Conference to sharpen and reduce the number of resolutions and resolve some inconsistencies to achieve an even clearer agenda for action. But there is an agenda — and a unique opportunity — for all delegates and their colleagues to provide the access, equity, privacy, freedom, and attention to needs of *all* our population. Putting that agenda into public policy at local, State and Federal levels will require sustained action and commitment.

The message of many delegates, speakers and public officials at the Conference was clear: Seek broader public support and awareness of library services and needs; relate services to State and community priorities as you seek State or community financial support, extend services to people who for one reason or another have been bypassed; protect the rights of library users; and use new technologies without abandoning proven principles of library services. Some of the commitments we can make now to respond to that message:

- We can use the "Night of 7,000 Stars" and other national reading promotions as the centerpiece of an annual, sustained program in which libraries of all types throughout New York State, the State Education Department, the New York Library Association and other library groups can cooperate with the media, reading and educational associations and other organizations in public celebrations of reading, literary and libraries.
- We can use the contacts opened in 1990 in the "Night of 7,000 Stars," the hearings, and the August and November Governor's Conferences to broaden support for libraries and library legislation on the part of the public, library users and public officials.
- We can use that support in seeking the funds to continue and expand the sound library service programs under Chapter 917 of the *Laws of 1990*.
- In libraries of all types — and in the board rooms of their governing bodies — we can examine policies and services to assure greater attention to the library and information needs of all people in New York State — including New Americans, Native Americans, members of minority groups, adults learning to read, and people with disabilities.
- We can do a better job of informing members of our Congressional delegation of actions they can take to help improve library services in reauthorizations of major Federal education legislation.
- We can pursue opportunities for all libraries to become "electronic doorway libraries" through actions in New York State and in the National Research and Education Network.
- We can cooperate with education leaders to expand opportunities for people to acquire professional education as librarians, archivists and information professionals and to continue their education.

The State Education Department shares responsibility in each of these actions — if Governor's Conference participants work to make them come about they will produce change!

Joseph F. Shubert
State Librarian and Assistant Commissioner for Libraries

CONFERENCE WORKING GROUP

Roberta G. Cade, New York State Library Division of Library Development

Catherine Dunn, The New York Public Library

Larry J. Hackman, New York State Archives and Records Administration

Richard S. Halsey, University at Albany School of Information Science and Policy

Susan Keitel, New York Library Assoc.

Daniel Kinley, Executive Chamber

Pat Molholt, Rensselaer Polytechnic Institute

Joseph F. Shubert, New York State Library

Esther Swanker, New York State Assoc. of Library Boards

VOLUNTEER COORDINATORS for Regional Conferences

Adirondack: Stanley Ransom, Plattsburgh

Brooklyn and Staten Island: Judith Foust, Brooklyn

Central: Keith Washburn, Syracuse

Hudson Valley: Robert Jaquay, Loudonville

Long Island: Gerald Nichols, Dix Hills

Manhattan and Bronx: Marsha Ra, New York

Queens: Constance Cooke, Jamaica

Southeastern New York: Mary A. Brown, Rye

Southern Tier East: Linda Heinemann, Binghamton

Western New York North: Sheryl Egger, Rochester

Western New York South: Elizabeth Herrick, Corning

VOLUNTEER AND CORPORATE SUPPORT HELPED "MAKE IT HAPPEN"

According to Conference Director Marian Crounse, volunteers and supporters came from all parts of the State to make the Governor's Conference work. Some 200 people responded to a call for volunteers in early Spring. Many helped organize the eleven regional Governor's Conferences, others helped in the Commission hearings.

Volunteers helped disseminate information, secure newspaper and broadcast coverage and "get the mail out." Libraries, systems and BOCES across the State volunteered to do printing.

Gaylord Information Systems provided 9,000 posters for the "Night of 7,000 Stars" and supplied funds to support the statewide coordination of that event. The IBM Corporation provided public information assistance throughout the spring and summer. Key Copy Source and IBM furnished copying equipment and microcomputers for the November conference. The H.W. Wilson Company provided funds, and many firms helped make the Conference exhibits a success. The AFL-CIO provided funds and the New York State United Teachers provided helpful parliamentary rules materials for each delegate and alternate. The State Education Department provided office space and support for a New York City office for the Chair of the Commission and supplied support throughout the conference year.

The volunteers worked before, during and after the November Conference. An honor guard from Scotia Girl Scouts included some of the youngest participants. Both Albany and local committees depended upon the vigor, knowledge and experience of retirees who made phone calls, handled registration desks and solved problems!

According to Conference Vice Chair Patricia Mautino, the 43 library suppliers, automation vendors, libraries and organizations that provided exhibits for the November Conference helped make the conference an educational as well as a policy making event.

Perhaps the longest-term volunteers were the nine members of the Conference Working Group appointed by Governor Cuomo's Education Secretary Daniel Kinley. They started meeting in December 1989 and met 11 times over the next 12 months.■

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Southern Tier East: Linda Heine-[illegible], Binghamton

[illegible] North: Sheryl [illegible]

[illegible] Elizabeth [illegible]

[illegible] Canning

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CONFERENCE STAFF

Marian E. Crounse, Conference Director
Carrie Brown, Assistant to the Director
Kate Storms, Exhibits Coordinator
Becky Wright-Sedam, Keyboard Specialist

For further information on the Conference:

The Bookmark, Spring 1990, "Conference Briefs." Papers prepared for the Governor's Conference. $4.

The Bookmark, Winter 1991, "Clarifying and Defining Library Services," Major addresses from the November 28-30 Governor's Conference. $4.

The New York State Library, 1990. 1991, 20 pages.

New York State Governor's Conference on Library and Information Services...final report. 1991, 104 pages.

Governor's Commission on Libraries. *Report of Public Hearing, Committee on Productivity and the Economy, Buffalo, New York, Senator Hugh T. Farley, Chair*. 1990, 21 pages.

Governor's Commission on Libraries. *Report of Public Hearing, Committee on Democracy, Syracuse, New York, Virginia O'Brien, Chair*. 1990, 15 pages.

Governor's Commission on Libraries. *Report of the Committee on Library and Information Services for Literacy, Bronx, New York, Kevin Smith, Chair*. 1990, 19 pages.

Governor's Commission on Libraries. *Archives, Unique Research Resources, and the Future of New York*. A Report of the Governor's Commission on Libraries, based on a hearing October 4, 1990, cosponsored by the Commission and the Archivists Roundtable of Metropolitan New York. 1990, 23p.

Governor's Commission on Libraries. *Report of Public Hearing, Committee on Role of Libraries in a Diverse State, Centereach, New York, August 24, 1990, Helen F. Flowers, Chair*. 1990, 17 pages.

For further information on library services and the follow-up to the Governor's and White House Conferences on Library and Information Services:

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CONFERENCE RESOLUTIONS

(in addition to those on pages 3-8)

PRIVACY AND INTELLECTUAL FREEDOM

Library users' privacy in the age of computers. Computer laws should be made on a local, State and Federal level to ensure privacy for users and the right for libraries to police these laws. CR1004

Policies on intellectual freedom. All libraries in New York State should be required to establish policies and procedures for dealing with challenges to intellectual freedom and these policies should be approved by the libraries' governing bodies. CR2011

EQUITY

Expand resource sharing. New York State should provide sufficient funds to support the sharing of resources, physical plants and collections among libraries and systems, and agencies should work with the local library toward building a community committed to equal access to all. CR1066

Equal access to information and library services. All citizens of New York State should have equal access to information and library service regardless of age, educational backgrounds, interests, ethnicity or residence, and physical accessibility. CR1097

Equal access to information is essential. Barriers to library and information services — whether legal, fiscal, technical, attitudinal, environmental, cultural, or other barriers — must be eliminated; and physical facilities and staff must be capable of providing services to all segments of society; Federal legislation should be enacted to guarantee the right of equal access to all publicly held information for all citizens. Services should be provided at both the State and Federal level so that all disabled and disadvantaged will be able to take advantage of all modern technological advances through the Library of Congress system. CR1143

Access for people with disabilities. The New York State Legislature should continue to fund at a steadily increasing rate the services of the two regional libraries for the blind and physically handicapped. The Governor should endorse the New York Library Association **Guidelines for Libraries Servicing Persons with a Hearing or a Visual Impairment** and mandate funding to support the programs and services recommended therein. The Governor should encourage the Federal government to continue and increase appropriations for LSCA Titles I and II and for the National Library Service for Blind and Physically Handicapped. CR1144

Access to library resources. A comprehensive approach should be taken at the national and regional levels to ensure a workable and productive networking plan, and the plan should include public, academic, school, special and government libraries. The plan should include both profit and not-for-profit libraries. A mechanism shall be developed to ensure all individuals access to such a networking program. CR1163

Interlibrary loan policies. Public library and public library systems receiving State aid be required to have an interlibrary loan policy which is no more restrictive than that used by the New York State Interlibrary Loan (NYSILL) network. CR1164

Automation planning. The State automation plan should be planning for a cumulative system of all library resources in the State, including the State Library, so that patrons in all regions have the awareness and the ability of access to resources not available within our region. CR1174

Library technology should be supported. The Governor should support legislation and funding to support libraries in their use of statewide, national and international telecommunications networks, such as the INTERNET and the National Research and Education Network (NREN) concept, which would connect government, industry, higher education, and libraries and would establish a digital library of databases and knowledge banks accessible through the telecommunications network. CR1177

Resource sharing/access to libraries. Protect the concept of free and equal access to public libraries by appropriate and specific compensation for net providers of service within each region. CR3017

Access to library resources/preservation. Access to information in newspapers should continue to be addressed through funding for conservation/preservation and extended to include funding for indexing these sources. CR3018

ACCESS TO GOVERNMENT INFORMATION

Government Depository Library Program. The Federal Depository Library Program should be strengthened to ensure improved receipt of currently "fugitive" publications, require inclusion of electronic products in the Program, require that authority for Federal government information policy be placed with officials elected by the public, and recognize the Program as the "Information Safety Net" for the public at large. CR1006

New York State Library receipt of court materials. Executive Law, Section 102, should be amended to add the New York State Library to the list of libraries mandated to receive incorporation by reference materials. CR1007

Access to information about government documents. Federal government should provide indexing and abstracting for all available public documents in order to provide equitable and easy access to all citizens. CR1010

Access to government information in electronic format. The Commission should strongly support the idea that depository libraries and other public users of government information in electronic format should be provided with appropriate software, finding aids and documentation necessary for the effective and efficient use of the information and call upon members of Congress, the Office of Management and Budget, the Government Printing Office and other Federal officials and agencies that regulate the creation and dissemination of government information to explore ways in which access to government information in electronic formats may be provided to the public at little or no cost. CR1011

Timely availability of New York State Rules and Regulations. Steps should be taken to make New York's codes, rules and regulations available to the general public in a better and more timely manner. CR1012

State government computer databases. New York State government should develop and support an ongoing Information Locator System (ILS) describing the characteristics of major information systems administered by State government. The ILS should be operated as an automated database accessible through statewide records and library networks, including the depository library system. It should be compatible with national and international archives and library standards as well as with State requirements for local government records inventories. The ILS should be operated by the State Education Department because of its ongoing responsibilities for State government records management, State records disposition, archives, State publications, the depository library system, and statewide library systems automation. CR1015

Publication of local laws. The Municipal Home Rule Law should be amended to require the continued publishing of the local laws of the municipalities in New York State in print or computer format; and the New York State Library should be the archival and distribution center for providing these local laws to the libraries of the State, particularly the law libraries. CR1020

Alkaline paper in government records and publications. The New York State Education Department should propose, the New York State Legislature should pass, and the Governor should sign legislation requiring the use of alkaline paper in the creation of New York government records and government publications. CR1024

Deposit of government publications in State Library and other designated depositories. The New York State Printing and Public Documents Law should be amended to clarify scope of coverage (any entity funded in whole or in part with State funds), to create a statutory basis for a New York State Document Depository Program, to reflect current depository distribution needs for actual numbers of copies needed, and to give the State Library authority to meet its obligation under the law. CR1025

New York State government document depository libraries. Laws governing the New York State Depository Library Program be amended to provide for the distribution of all New York State documents, whether publicly or privately printed, to New York State depository libraries. CR1026

"For more than a century, librarians have helped prepare successive generations, especially those from abroad, for entrance into America's main stream."

Support of State Library for State government publications. The State Library should receive adequate financial and staffing support to fulfill its responsibilities for acquiring, processing, cataloging, and disseminating publications of the State of New York. CR1159

SERVICES TO CHILDREN AND YOUTH

Children's interlibrary loan network. New York State should establish and fund an electronic interloan network, similar to NYSILL, of libraries with outstanding collections of children's and young adult materials to improve the equality of access to informational materials by youths in all parts of the State. CR1090

Funding for young adult services. Adequate funding should be provided so that the youth in all parts of the State and in all size libraries have access to

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new informational technologies including electronic database searches, computers, electronic encyclopedias, fax machines and other technologies as they develop. CR1091

Capital funding for service areas for children. The State should provide funding for capital projects to design, build and equip service areas to attract children to public libraries, reading and learning through the use of up-to-date technology. CR1092

Need for information literacy in elementary and high schools. Statewide and State-supported workshops should be funded where teachers and librarians are brought together to find ways to achieve truly integrated and sequential curricula of information skills. CR1105

Library programs to interest children. We need to encourage development of library programs that will interest children and advertise same. We also need to communicate with children and have contests that will enable them to give us some ideas about what they like. CR1108

Teacher and administrator preparation programs. The State Education Department shall require teacher and administrator preparation programs to include more instruction in use of media, technology and information resources to promote integrated information skills instruction. CR1117

Include library materials expenditures as essential in city school district budgets. The New York State Legislature shall change Education Law to include adequate library materials as an essential expenditure in a city school district's budget. CR1126

School library media centers as electronic doorways to all information resources. Library systems, in cooperation with the State Library, shall be responsible for establishing criteria to ensure compatibility of information technology. CR1138

School libraries need adequate funds for new and existing technology. The State Legislature shall expand automation activities that support equal opportunity for access to resources for New York citizens of all ages and backgrounds. CR1139

Public/school library cooperation. Formal programs should be initiated by appropriate institutions to promote cooperation/collaboration. CR1161

Youth access to information. State and Federal governments shall maintain and enhance the school library systems in New York State as a model for other states of involving schools in library networking in order to provide students and teachers with unlimited access to information. CR1162

School librarians. New York State should pass a law requiring that all elementary students be served by adequate professional staff. For all students there will be a full-time certified librarian supported by a full-time clerk. CR2001

Out-of-date, worn, and generally uninteresting materials. That New York State adopt as a goal for school library media centers the provision of sufficient funding to purchase one new book per student per year to improve the quality of library media collections. CR2002

School library media staffing. Schools should fund support-staff positions in school library media centers in order to provide time for library media specialists to instruct students, consult with teachers, and develop improved programs and services. CR2003

Educational uses of historical records. The State Education Department and the State Archives and Records Administration should launch an initiative to encourage historical records repositories to make their holdings known to and encourage their use by teachers; to demonstrate to teachers the value of these materials as teaching tools; and to provide educational opportunities for teacher training students and teachers to learn how to use historical records and related historical resources. CR2006

Youth-at-risk program legislation should include funds for library materials. All legislation authorizing child-care programs, drug prevention programs, and other youth-at-risk programs should include funds for books and other library materials to be selected in consultation with professional librarians. CR2010

Young adult access to computer programs. Computer programs in all libraries should be open to young adults, thus teaching them how to use the computer by playing games and using educational programs to learn what computers are for; computer program access should also be open in order to draw kids into the library so that by chance they may take out some books to read. CR3029

SERVICES TO ADULTS

Voter registration forms at public libraries. All New York State libraries should support the exercise of the public's right to vote by stocking and displaying voter registration forms throughout the year in every public library. CR1065

Education and career information centers. Education and career information centers should be permanently established as an ongoing service in all public library systems with adequate funding for librarians, counselors, and materials. CR1084

Encouraging adult users. The Governor, the Legislature, the State Education Department and the New York Library Association should jointly support a continuing, statewide information campaign to encourage educators, social services professionals, human service agency professionals and others to make full use of libraries and to encourage learners of all ages to obtain and use library cards. CR2016

SERVICES FOR SPECIAL NEEDS

Availability of biomedical information in rural areas. New York State should reaffirm its commitment to promote equal access to health care information for all health care providers through the Hospital Library Service Program and the program which supports access to the Regional Medical Library network ("coupon program"); New York State delegates to the White House Conference on Library and Information Services should carry a strong plea for increased funding to the National Library of Medicine, particularly for the extension of information services to health care providers in underserved areas. CR1027

Biomedical information for researchers. New York State should reaffirm its commitment to support collection development and cooperative sharing of health care and bioscience research information, and New York State delegates to the White House Conference on Library and Information Services should carry a strong plea for inclusion of funds for access to information in all Federal grants for health-related research. CR1028

Mental health libraries. The Governor and the Legislature of the State of New York should provide additional funding for the Hospital Service Program to support expansion of the program to include psychiatric center libraries. CR1030

Requirements for librarians in State standards for hospitals. New York State should reinstate the requirement for libraries in hospitals and provide adequate funding for effectiveness of the libraries. CR1031

Consumer health information. Public library systems and 3Rs councils should receive annual special funding of $50,000 each to provide consumer health information in cooperation with local hospital libraries, NYNEX, local public and school libraries, teacher training centers and all local health care facilities. The fiscal impact would be $1.6 million. CR1033

Comprehensive education research database. The Office for Technology Transfer should be put into operation and its mandate specified to include a clearinghouse function for information in all education-related Federal databases. CR1036

Cooperation between correctional facilities and public library systems. Meaningful and workable interrelationships must be developed between correctional facilities and public library systems. CR1064

Resource centers for materials in basic English. Laws and regulations affecting public libraries in New York State should be amended to require that public libraries be designated and funded as resource centers for all materials in basic English for preschoolers through adults and provide funds for materials and resources in languages other than English to reflect the population of those whose first language is not English at all age levels. CR1103

"The world of work relentlessly asks for more credentials for more skills, for more information. The decade of the 1990s and the century that stretches beyond are going to require a highly literate people to accommodate the accelerating electronic revolution of our time."

Public library access to persons with disabilities. To ensure that all readers will be included in all aspects of library services in New York State, resolutions adopted at this meeting, whenever appropriate, should include an accessibility Statement. . CR1141

Persons with disabilities and parents of children with disabilities should have ready access to information through public libraries. A clearinghouse on information regarding developmental disabilities should be developed with easy access by disabled persons and their families, as well as adequate funding for purchase and coordination of materials. CR1142

Libraries have not been able to fully serve the needs of the disabled. Education Law should be amended to require communities to provide funds to libraries to begin the implementation of the American Disabilities Act of 1990, and thereby guarantee equal access to libraries and information for persons with disabilities. CR1145

Promotion of library services to students and New Americans. New York State should support an outreach volunteer program coordinated by a paid professional librarian or staff to go to schools, colleges and club groups of new Americans and others to speak about special library collections and services, e.g., career and college information, picture collection, English-as-a-second-language, theatre and dance collections. CR3012

The New York Public Library's Library for the Blind and Physically Handicapped. That the State fulfill its promise to this readership by providing funding to hire the additional staff necessary to effectively meet the anticipated, increased demand for these programs and services. CR3015

Increased access to health care information. Each public library system and each 3Rs Council, upon approval of the commissioner, shall be entitled to receive $50,000 per annum for the costs and expenses of operating a consumer health information program through joint committees of medical and public librarians in cooperation with local hospital, school, and public libraries, NYNEX, teacher training centers and health care facilities, provided such program complies with regulations duly adopted by the commissioner. New York State should reaffirm its commitment to promote equal access to health care information for all health care providers through the Hospital Services Library Program and the program which supports access to the Regional Medical Library network and that New York State delegates to the White House Conference on Library and Information Services carry a strong plea for increased funding to the National Library of Medicine, particularly to health-care providers in underserved areas. CR3025

LITERACY

Libraries' role in promoting literacy. Recognition should be given by our legislators to the importance of ALL libraries — school, public, academic, and special — and the essential job they do in promoting both basic literacy and advanced proficiency; that necessary funds be made available to permit adequate staffs and plants and adequate collections of books, microfilm, computerized information and other appropriate materials. CR1080

Literacy program for all ages. The Legislature should support family literacy opportunities by establishing information referral centers to refer patrons (parents) to adjunct social services. Important to their success would be networking with governmental, private and church supported agencies as well as other libraries. CR1106

Federal legislation needed to fund family literacy programs. Delegates to the White House Conference on Library and Information Services should call for Federal legislation to fund family literacy programs that involve public libraries and other family-serving agencies. CR1107

Access to library service. Libraries must be a key element in the promotion of reading. CR1111

Literacy: social and economic implications for our State and our Nation. I. Standards for funding and staffing for school and public libraries need to be established, monitored and maintained. II. School, public libraries, and special libraries need to adapt to local community needs. III. Libraries will network with government, social and business agencies to support libraries in our State. CR1113

Develop and reinforce literacy skills. Information literacy requires the cooperation of all types of libraries in the instructional process, and must involve librarians, administrators, professional organizations, and government agencies at all levels — local, State and national. CR1115

Literacy standards. The Governor's Conference supports the Regents in establishing literacy standards to be met by every student attending school. CR3020

PRODUCTIVITY

Value of timely, accurate and useful information. Public policy concerning economic development should include libraries as a resource component. CR2017

Special libraries in networks. Individual libraries of all types which are positioned to provide special subject information services, such as the international trade information provided in Buffalo, should be included in information sharing networks. CR2018

Business and libraries working together. Partnerships should be established between libraries and businesses. CR2019

UNIQUE RESEARCH RESOURCES

Preserving records of New York's governors. The Executive Chamber and the State Archives and Records Administration should jointly draft and propose in 1991 a "Gubernatorial and Executive Chamber Records Disposition and Access Law." The proposal should provide that all records, regardless of format or media, created or handled by Governors and their staff in the conduct of any governmental matter shall be reviewed by the State Archives and Records Administration to assess their continuing value; that those of continuing value shall be transferred to and retained in the legal custody of the State Archives and Records Administration after the governor leaves office; and that records in selected categories to be specified in statute may, upon the judgement of the outgoing governor, be available only with the permission of his or her specified agent for a period not to exceed fifteen years. These review, disposition and access provisions should apply to all records except those which relate strictly to the personal affairs of the Governor and his family or staff and which do not relate to governing the State or to any State operations. CR1014

Permanent New York State Newspaper Project. The State Library should allocate permanent staff and funding to maintain the statewide database of newspaper holdings in OCLC. Plans for such an office should be developed during the New York State Newspaper Project in order to avoid losing momentum when the current project is completed. CR1022

Corporate archival programs. Corporations operating in New York State should develop archival programs adequate to ensure the identification, management, and use of their records with continuing value. The State Archives and Records Administration should encourage such development through educational efforts designed to demonstrate the importance and usefulness of such programs. Consideration should be given to providing tax incentives to corporations which create corporate archives which are open to research by scholars and the public. CR2007

FUNDING AND PUBLIC AWARENESS

New York State Documentary Heritage Program. The State Education Department should request, and the Governor and the Legislature should provide, funding for the Documentary Heritage Program at the $2.2 million annual level originally requested by the Board of Regents when the program was established in 1988. Of this, $1 million should be allocated to support leadership, coordination, and services to improve historical records activities within the 3Rs library regions. CR1021

State aid for technology. If New York's libraries are to increase productivity through the use of technology, the State must provide realistic aid so that library system projects can be adequately funded and that their funding be on a parity basis. CR1071

Old library buildings need updating. Special grants should be provided for older libraries for specific building and/or technical equipment needs to meet the contemporary needs of libraries to meet the challenges of the 1990s. CR1076

Multicultural collections. The State should allocate additional funding for support services to libraries to aid the immediate needs of culturally diversified users. CR1089

State and Federal funding for outreach services. I. The Governor and Legislature should continue funding, at a higher per capita rate, the New York State Coordinated Outreach Services grants and the County and State Correctional grants. II. The Governor should encourage the Federal government to continue appropriations for the Library Services and Construction Act Title I — Public Library Service, and Title VI — Library Literacy grants. III. The Governor should encourage the Federal government to recognize the foreign language reading needs of the immigrant populations and appropriate funds for the Library Services and Construction Act Title V — Foreign Language Acquisitions. CR1094

Per capita funding of mandated public library services. The provision of public library service will be mandated at the local, State and Federal level, and services should be funded at a per capita level acceptable to the New York State Education Department. CR1100

Increase appropriations for literacy programs and encourage cooperation. New York State should increase appropriations for literacy programs in libraries, especially those which encourage cooperative efforts between the library community and literacy volunteers. CR1104

Library materials and services in other languages. LSCA Title V funding should be allocated at the level of 4 percent of appropriations for LSCA I, II and III. CR1110

Libraries are a place to learn to read. To supplement funding, libraries should engage in community networking for support by soliciting corporations or banks to adopt a library and publicize in order that everyone will have knowledge of available resources. CR1112

School library systems need increased access to funding resources. The State Library shall provide school library systems with equal access to State and Federal funding sources that support improvement and development of library services. CR1124

Encourage corporate and business financial support of libraries. Grants from corporations and large business organizations should be encouraged by public libraries through proper information within New York State. CR1125

Federal and State funding of networking among school district systems. State and Federal governments shall maintain and enhance the school library systems in New York State as a model for other states of involving schools in library networking in order to provide students and teachers with unlimited access to information. CR1127

Increased State support of State Library. That the State of New York increase its support of the State Library, so a larger percentage of Federal funds could be distributed to the field. CR1158

Local library automation funding. There should be a program of State aid to support local library technology and automation. CR1185

Instructional resources. The New York State Film/Video Database should be adequately funded in library legislation and the New York State Film/Video Database should become the source of MARC records for the conversion of other nonprint library collections to the MARC standard in New York State. CR1187

Uncataloged library material. Additional funds in the form of categorical State aid should be designated to organize and catalog existing uncataloged

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library materials in New York State, and to make these materials available through online databases. CR1190

Funding for school library media center equipment. Funding should be made available to provide school library media centers with phones, computers, and fax machines to facilitate the sharing of library media resources. CR2004

Library equipment in small rural libraries. New York State should provide sufficient funding aimed directly at smaller and/or rural public libraries to ensure adequate access to information and materials by all citizens of the State. Specifically, all public libraries should be equipped with a telephone, a photocopier, a microfilm reader/printer, a FAX machine, and a microcomputer with CD-ROM drive and printer. CR3011

Public library facilities. Incentive grants for public library construction and renovation will be given high priority to ensure that appropriate facilities are available in every community for the provision of library service. CR3016

LIBRARIANS AND LIBRARY EDUCATION

Salaries for certified public librarians. Public libraries in New York State should be requested to pay entry-level salaries comparable to that of teachers in the same cost of living areas, taking into consideration equivalent educational credentials, years of experience and job responsibilities. CR1039

Quality of integrated library media services. Each school district shall have a certified school library media supervisor to administer a unified program of library media services to the students and teachers of the school district. CR1042

Salaries for certified public librarians who serve children and young adults. Public libraries be required to pay librarians serving children and young adults salaries which are comparable to salaries of other professional librarians. CR1043

Library school curriculum upgrades. Curriculum changes which create a better balance in the education provided by the MLS programs be mandated by the Board of Regents, and a mandated component of any educational program should include appropriate technological competency in the information process allowing librarians and information specialists to function successfully in the workplace. CR1044

Value of libraries and incentive for library aides to attain certification. 1) That New York State should recognize the value of all libraries and acknowledge the unique role libraries have in their communities, no matter what their level of excellence, by providing sufficient operating aid for them. 2) New York State should provide adequate fiscal means so that people serving in library capacities in public libraries who do not have formal training may get that training. CR1046

Training Program for certification of public library directors. There should be a State-coordinated program of training and certifying directors of small libraries, a program which would be part of the career ladder leading to the professional MLS degree for those who desire that step. There should be a better system, coordinated by the State, of delivering library school courses, a system which recognizes the high costs, difficulty of travel, and special life situations of adults. CR1047

School library media specialists. Local, State and Federal government shall provide certified school library media specialists and sufficient staffing in every school library media center and children's and young adult librarians to serve public libraries. CR1048

Children's/young adult consultant positions in the Education Department. The New York State Division of Library Development and the New York State Bureau of School Library Media Programs should establish and provide funding for three full-time positions: a children's services consultant, a young adult services consultant and a school library media consultant. Job descriptions for these positions shall include, but not be limited to, provision of advocacy activities for library service to youth, coalition formation with other family serving agencies and promoting cooperation and program support to school and public librarians at the system level. CR1049

Shortage of school library media specialists. The number of children's, young adult and school library media personnel should be increased by expansion of the Regents Challenger Scholarship Program, provision of distance learning opportunities in graduate library science programs, by Empire State College courses and by encouraging library schools to expand programs for educating youth service librarians. CR1050

Continuing education for librarians. Continuing education for librarians must become dynamic, responsive to the changing needs of practicing librarians which are practical as well as theoretical in nature. Beyond the traditional core curriculum, library schools should have the freedom (granted by the State Education Department) to institute new programs and course offerings which meet the continuing education needs of librarians and information professionals. CR1051

Civil Service "Rule of Three" for hiring librarians. Eliminate Civil Service "Rule of Three" and replace it with library certification at the State level. Library certification at the State level should be sufficient for hiring public librarians in local libraries. CR1053

Work/study programs for library aides. The State should establish a college library work/study program for students who require and qualify for financial aid. CR1059

Multicultural issues in library school curriculum and research. Library schools should be encouraged to develop curricula which includes work on sexism, racism, ableism, anti-Semitism, ethnocentrism, and heterosexism, and librarians be encouraged to explore the effects of these "isms" on their ability to serve diverse populations. CR1088

Education and training of librarians in rural communities. That a task force be appointed by the Regents to study a Certification Plan for smaller libraries and their directors, using all types of educational programs, and that this be established by 1993. CR1148

Education of professional archivists. The State Archives and State Education Department should develop audio visual and other presentations that highlight the attractiveness of archival work as a career and should develop a fellowship fund for minority students and an internship program for disadvantaged students. They should also convene a meeting of archival educators and others interested in archival education to consider educational needs and to develop a model curriculum and test site for programs to address these needs. CR2005

Librarians to work with youth. That New York State offer incentives to library schools to provide courses to train librarians to work with children and youth in school and public libraries. CR2012

Geographic and financial limitations on availability of library education. The Board of Regents, in partnership with the New York Library Association, the New York State Association of Library Boards and library and information science schools, should form a broad-based taskforce to look at library education in New York State in concert with national standards and to explore the delivery of library education in nontraditional ways. CR3008

Commission Vice-Chair Patricia Mautino presided at many conference sessions.

Retirement funding for association librarians. Reopen the New York State Retirement System to allow the association (public) libraries to elect to join. CR3010

Required upgrading of skills of all professional librarians. The Governor's Conference encourages adoption of standards for continuing education as a requirement for periodical recertification of professional librarians who receive their certificates after January 1, 1992. CR3019

OTHER ACTIONS

Archives. The State Education Department should propose, and the Governor and Legislature should support, no later than 1992, legislation and a one-time appropriation or bond act to create a State Archives Preservation Endowment of at least $10 million. The Preservation Endowment should be used solely as a reliable, ongoing core of resources for treatments of records of intrinsic value and to preserve the information in other priority State archival documents, regardless of media. The State Education Department should propose, and the Governor and Legislature should provide, no later than 1993, sufficient space and equipment for archival storage through 2010; this space, whether in new or existing facilities, must have reliable modern fire protection and security systems and environmental controls that provide acceptable levels of temperature and humidity on a consistent basis. CR1016

Ready access to information about historical records. Resources should be provided to the State Education Department to operate through the State Archives and Records Administration an ongoing statewide historical documents inventory and a statewide records and archives database. This statewide inventory and database should be compatible with national MARC standards for libraries, archives and manuscripts. Operation of the inventory and database should be integrated with State and regional planning and financial support for automated library bibliographic systems and with inventory, description and information locator systems in State and local government. CR1017

Delivery of library materials. Mechanisms should be implemented and funded to provide a statewide rapid document delivery service between all libraries. CR1018

Nonerasable optical image as legal means of document retention. The State Education Law should be amended to permit a nonerasable optical image to save as a legal means of document retention. CR1023

Library needs. The Governor's Conference delegates should actively advance the goals of the conference by working with the New York Library Association to obtain enactment of State legislation which addresses the unmet needs of the library community (described in the 1991 NYLA Legislative Program), including the need for adequately trained staff and equal access to materials in all libraries of the State. CR1067

Meeting information needs for the decade and beyond. Produce a comprehensive Statement of purpose, libraries in the 21st century. CR1079

Diverse collections, access, and resource sharing. 1) Libraries should remain committed to sustaining intellectual excellence in their diverse collections and remain committed to making their materials available and accessible to the residents of the State. 2) Sufficient funds should be provided by New York State to support the sharing of resources and collections among libraries and library systems through the interlibrary loan program. CR1081

Minimum public library standards. New York State should set stronger minimum standards for library service, including standards for materials, staff and facilities and develop a mechanism for the strict enforcement of these standards. CR1096

Sensitivity to the needs of the public. I resolve to make a library less intimidating for the general public. What is needed is more help in the use of new technologies and more help in the research department, and more tours be given to groups as to what, how to use the library. CR1114

Information management skills included in educational initiatives. The Effective Schools Consortium shall revise its assessment instruments to include questions on information skills instruction so that this data can impact upon districts as they set learner outcomes or prepare to implement the Excellence and Accountability Program. CR1119

School library funding should be an integral part of each school's budget. Education law should be amended to allow school libraries to become a viable force in the educational process by placing them under the education arm of the State Education Department (instead of as part of the Library Omnibus Bill) and mandating a percentage of all school budgets (is 3 percent too much to ask?) to be devoted to building and maintaining quality school libraries. CR1131

School library system funding for professional development activities. School library systems shall receive adequate funding to provide ongoing programs of professional development for library media specialists and faculty to promote implementation of integrated information skills instruction. CR1132

Machine-readable format for school library collections catalog records. The State Legislature shall establish categorical funding for catalog record conversion of school library media collections in order to make school materials available through library networking by 1995. CR1137

Workshops for library trustees. The Division of Library Development should annually continue to hold an orientation workshop in cooperation with the New York State Association of Library Boards and that all new public library trustees and library directors be invited to attend. CR1151

State Education Department. The Commissioner of Education should undertake a periodic study of the role, effectiveness, structure and relationship to the library community of the State Librarian and Division of Library Development. CR1152

Increase communication. Mechanisms should be developed to provide for annual visits and regional conferences between State Librarian and local library leaders. These meetings to be held in the nine 3Rs region of the State. CR1153

Annual systems meetings. The Division of Library Development should hold a systems meeting annually for statewide library planning, review of standards, exchange of views and further development of statewide library services. This would help to breakdown barriers among systems as well as lead to unified planning on a statewide level. CR1155

Information best provided by the State Library. Funding should be provided by the Legislature to the New York State Library to strengthen services to State government: The Legislature, the Courts, and Executive agencies. CR1157

"People come from all parts of the globe — an extravagantly rich mixture of races, religions and languages, and they find in libraries a window on their new world and the tools to function in it."

Libraries need to reflect the communities. New York State should establish library coalitions in the legislative districts to provide information and advice to legislators and libraries — the coalitions will have representatives from: library, government, business, education, general public, community service. CR1165

Reference and research library resources system members. Membership in the State's reference and research resources systems shall remain open and voluntary. CR1168

Local options for local needs. All regulations formulated by the State Education Department which affect libraries should be reviewed and amended if necessary to provide safeguards for the development and acceptance of local options to local needs. CR1172

Technology is developing at a rapid pace. The Federal Government and its agencies should return to its former policy of aggressive support for research and development in information services, information technology and information products. CR1173

Regional merged databases. As part of the New York State regional automation program, funds should in the future be allowable for projects involving the correction, editing and removal of records within a regional merged database, irrespective of where such editing is performed. CR1175

Extending access to automation outside the State. New York State should encourage Federal and other State authorities to commit to a concept of electronic information access by library patrons to all library resources throughout the nation, including the resources of the Library of Congress, and proceed to the implementation of such a system. CR1176

Lack of standardization for library automation. A special independent commission should be established and adequately funded by the State, including representatives from all major types of libraries (i.e., public, special, academic, school) and representatives from library automation vendors, to establish industry standards for library automation products. CR1179

Not all libraries have technology and expertise for major information resources. I. Libraries and library systems, working in conjunction with the State Education Department, should be made responsible for establishing criteria which ensure compatibility of information technology. Adequate resources for this must be provided by New York State. II. All library staff at all levels should be provided training so that they may become technologically competent to create, manage, process, retrieve and make information available in useable formats for all requests. CR1182

Technology for resource sharing. The Governor should support appropriate legislation and adequate funding to (a) promote and expand library technology incentives and bibliographic networks in order to provide the mechanism and infrastructure to support sharing information and library resources, and (b) support inclusion of libraries in State networks such as TNT and in the proposed National Research and Education Network. CR1183

Statewide library communication. There should be active cooperation by the Division of Library Development with other State communication networks and encouragement of libraries to use RAIN, SUNY networks, Cooperative Extension networks and other such networks, as well as NYSILL. DLD should create a statewide communication network of libraries. CR1184

Communications standards for holdings and locations. The State should encourage the adoption of the MARC communications format for holdings and location by requiring its use in projects supported by State funds by the year 1995. CR1186

Information on nonprint materials. New York State should support a statewide database of media materials available to all, especially youth, and accessible through any library in the State. CR1189

Tax policy to encourage gifts. New York State should develop a tax incentive program that encourages individual New Yorkers to donate their collections of historically valuable records to repositories within the State. CR2008

Access to nonprint instructional resources. The New York State Film/Video Database should be adequately funded in library legislation, and the New York State Film/Video Database should become the source of MARC records for the conversion of other nonprint library collections to the MARC standard in New York State. CR3007

Volunteers in libraries and elementary schools. Volunteers should be used in elementary schools and public libraries. CR3013

Literacy and libraries in education. With the broad integration of literacy imposed by changing demographics, new technologies and the globalization of economic activities, libraries should be formally acknowledged to be strategic components of the education process. CR3014

Multicultural librarianship. Library services should develop regular programs and build collections for New York's new populations to reflect a multicultural theme relevant in all communities; and the Governor's Conference should organize a panel discussion to include professionals, politicians and citizens to consider the new aspect of librarianship necessary to cope with the new demography including collection building, recruitment, library education, staff development and community involvement. CR4001■

DELEGATES

Kathlyn C. Adams, Churchville
Lorraine W. Addelston, Flushing
Vincent Agnifilo, Bronxville
Jean Alexander, Potsdam
Claudia Alexander, Ballston Spa
Richard Anglin, Middletown
Lyn S. Ashe, Southampton
Sondra M. Bachety, Babylon
Josephine P. Bargnes, Williamsville
Janet Barr, Riverhead
Richard A. Barry, Floral Park
Barbara Lee Bedell, Walker Valley
Debra L. Bencini, Wading River
Patricia Bentley, Plattsburgh
Roland R. Benzow, Buffalo
Jeffrey Berkman, Midd
Mildred A. Better, Kinderhook
William Bianchi, Albany
Herbert Biblo, Stony Brook
Carol Blatt, Forest Hills
George Bobinski, West Amherst
Stewart Bodner, Staten Island
Joan K. Bozer, Buffalo
Dorothe Bozza, New York
Michael D. Bracy, Bath
Larry Brandwein, Brooklyn
Ellen Brathwaite, Bronx
Ethel E. Bray, Versailles
Shirley C. Brown, Albany
Judith Gwyn Brown, New York
Christine Bulson, Worcester
William A. Burton, Buffalo
Tyrone G. Butler, Staten Island
Roberta G. Cade, Albany
Rachel Cahill, Scotia
Theodore N. Carter, New York
James E. Carter, New Hartford
Daniel W. Casey, Syracuse
Councilman Alfred C. Cerullo III, Staten Island
Dr. Kenol Charlemagne, Brooklyn
Ethel Chen, Forest Hills
Regent Laura Chodos, Rexford
Diane J. Chrisman, Orchard Park
Dorothy Cisneros, Brooklyn
Selma S. Citrin, Forest Hills
Diane E. Clancy, Albany
Shirley T. Clark, E. Elmhurst
Donald Cloudsley, Buffalo
David Cohen, Bayside
Ralph R. Colantuoni, Brooklyn
Robert A. Colby, New York
Kathleen Connors, Wappingers
Mary K. Conwell, New York
Constance B. Cooke, Bayside
Regent Walter Cooper, Rochester
Davis Crippen, Piermont
Kathleen S. Davis, Buffalo
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John Paul Deley, Johnson City
Joseph Ryan Desmond, Eden
Howard Dillon, New York
Shelly J. Dittmar, Fayetteville
Juanita S. Doares, New York
Robert Dobbs, Auburn
Cliff Donaldson, Jr., Saranac Lake
Albert Donor, Oakdale
Mary Donor, Hicksville
Mildred Dotson, New York
Sheryl Egger, Rochester
Donald P. Ely, Dewitt
Randall Enos, Middletown
Mark D. Evans, Avon
Mary A. Fallon, Albany
Camille Kim Farer, Albany
Florence Farley, Oswego
Senator Hugh T. Farley, Schenectady
Maureen G. Ferrell, Horseheads
Richard E. Fish, Brooklyn
Kate Fleisher, Horseheads
Connor Flowers, Bay Shore
Helen F. Flowers, Bay Shore
Dr. Cornelius Foley, Albany
Lorraine Foley, South Hempstead
Ruth M. Folstein, Brooklyn
Linda J. Foody, Binghamton
Roberta Fortunato, Brightwaters
JoAnne R. Foster, New Garden Hills
Stephan Foster, Brooklyn
Judith M. Foust, Brooklyn
Susan A. Fowler, Rochester
Diane Francis, Flushing
Gladys Frank, Brooklyn
Robert Freeman, Delmar
S. Marvin Freeman, Syosset
Traci B. Frey, Staten Island
Jean Full, Rochester
Dr. Christine Gaffney, Albans
Jeanne L. Galbraith, Albany
John Gallagher, Miller Place
Patricia Gallagher, New York
John Ganly, New York
Ruth F. Garner, Potsdam
Barbara Genco, Brooklyn
Peter D. Genovese, Rochester
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Lois J. Giess, Rochester
James P. Gifford, New York
Nancy A. Gifford, Scotia
Alan Gilman, Bronx
Gary Giordano, Ridgewood
Shirley Glaser, New York
June Glaser, Pittsford
Paul Glavin, Flushing
Fay Ann Golden, Liverpool
Aida Argentina Gonzalez, Queens
Dr. Teri Goodall-Dow, Endicott
Laura S. Goodman, Brooklyn
Roger B. Goodman, Brooklyn
Louis Gordon, Flushing
Denise M. Graminski, Saratoga Springs
Reynold A. Grammer, Rochester
Dr. Walter Grattidge, Schenectady
Catherine T. Gray, Brooklyn
Sarah Green, Bellport
Mary K. Griffith, Rome
Marion Grimes, Scotia
Clara B. Guenther, Olean
Hector Guerra, Brooklyn
Larry Hackman, Delmar
Jane Ann Haggerty, Buffalo
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Mary Grace Hanley, East Northport
Ira Harkavy, Brooklyn
Alfred C. Hasemeier, Utica
Albert W. Hawk, Dansville
Timothy S. Healy, New York
Peter Hedglon, Oneida
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Sharon Holley, Buffalo
James Holley, Binghamton
Lynn Holley-Mayer, Chatham
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Raul A. Huerta, Hamilton
Carole F. Huxley, Loudonville
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Barbara Klein, Utica
Stephen C. Klein, New York
Melly W. Kleman, Waterloo
Judy Knight, Brooklyn
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Ronald Lagasse, Scotia
Shirley Lang, Woodbury, New
Cynthia LaPier, Elmira
Senator Kenneth P. LaValle, Selden
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Suzanne D. Li, Flushing
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Wallace Mohn, Kenmor
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R. Kathleen Molz, New York
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Florence Nathanson, Brooklyn
Joan Neumann, Brooklyn
Gerald Nichols, Setauket
Christine D. Noguera, Flushing
Corinne Nyquist, New Paltz
Virginia O'Brien, East Greenbush
Charlotte O'Dea, Norwich
John R. O'Rourke, Fulton
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Joyce Perry, Attica
Linda Perry, Brooklyn
Frances Peterson, Lindenhurst
Steven Pico, Brooklyn
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Marion Porro, Bronx
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Marsha Ra, New York
Stanley A. Ransom, Plattsburgh
Shirley R. Raucher, Brooklyn
Siobhan A. Reardon, New York
Jonathan Reilly, Holbrook
Dorothy Reisa, New York
Rita P. Reznik, New York
John A. Richardson, East Moriches
Laura Rivera, Bronx,

Zebulon S. Robbins, Jr., Latham
Keela Rogers, Lake Placid
Edward P. Romaine, Center Moriches
Dorothy Roman, Ronkonkoma
Catherine Romanelli, Merrick
Frances Roscello, Rensselaer
Marlene Rosenberg, Staten Island
Doris Rosenblum, New York
Sidy J. Rosenfeld, New York
M. Gerlene Ross, Albany,
Daniel N. Rubado, Syracuse
Alice Fisher Rubin, Brooklyn
Ralph A. Russo, Middletown
Diana E. Rynkiewicz, Elbridge
John Sabarin, Jr., Brooklyn
Lewis Savage, Bronx
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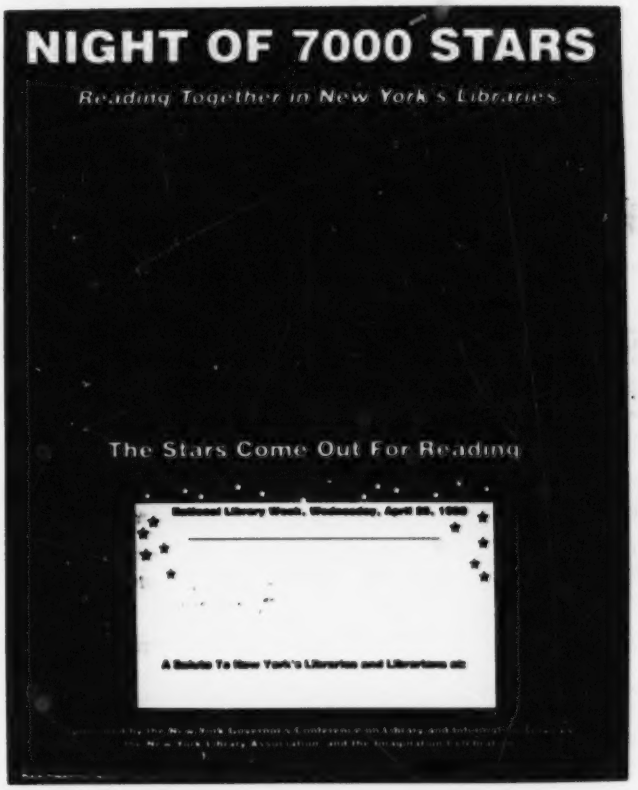
Rocco Staino, Poughkeepsie
Janet Steiner, Vestal
Sophia Stillerman, Middletown
Theresa Stitt, Oswego
Charles Storms, Rensselaerville
Morton Stovroff, Kenmore
Assemblyman Edward C. Sullivan, New York
Esther M. Swanker, Schenectady
Robert K. Sweeney, Lindenhurst
Beverly W. Talladay, Kenmore
James M. Tammaro, Williamsville
Madeline Taylor, Brooklyn
Eileen M. Teachout, Syracuse
Albertha Thomas, Briarcliff Manor
Lucille Thomas, Brooklyn
Robert R. Tilitz, Elmhurst
Jane Tirrell, Circleville
Barbara S. Trenk, Smithtown
Robert Trudell, White Plains
Gordon Turner, Baldwinsville
Roz Udow, Great Neck
Jule Van Sant, Homer
Patricia R. Veraldo, Norwood
J. Robert Verbesey, Setauket
Richard C. Wade, New York
Keith E. Washburn, Syracuse
Ernestine Washington, Laurelton
Ken Weil, Locust Valley
Egon A. Weiss, Cornwall-on-Hudson
Elinor Weiss, E. Amherst
Janet M. Welch, Fairport
Mary Elizabeth Wendt, Brooklyn
Marlies A. Wesolowski, Buffalo
Mary Westermann, Wantagh
Maryellen Whittington-Couse, Cold Spring
Kenneth E. Wilbur, E. Syracuse
Barbara Williams, Jamaica
Bonnie E. Williams, New York
Sadie M. Winslow, New York
Sue Wood, Vernon
Harold Wusterbauth, Schenectady

ALTERNATES

Dorothy L. Adams, Bronx
Carol M. Anshien, New York
Leslie Barksdale, Brooklyn
Fred Baum, Kew Gardens
Anne Bender, Albany
Jim Bennett, Smithtown
Yvonne S. Bennett, Brooklyn
Elizabeth Berry, Buffalo
Barbara S. Beverley, Schenectady
Robert Bischoff, Troy
Clarise Brooks, St. Albans
Sandra L. Burton, Buffalo
Patricia Callahan, Rockville Center
Steve Cassell, New York
Axilda M. Chadwick, Syracuse
Mabel Colbert, Flushing
Iris Pettiford Cox, Laurelton
Albert H. DeAprix, Jr., Scotia
Sandra Delson, Whitestone
Irene Duszkiewicz, West Hempstead
Michael L. Facciola, Albany
Violet D. Fallone, Fonda
Webb Fiser, Ithaca
Marilee Foglesong, Hartsdale
Maurice J. Freedman, Mt. Kisco
Arthur L. Friedman, Garden City
Jean Full, Rochester
Rita Goodfleisch, New York
Mary Lee Goodman, Warwick
Susan Gordon, St. Albans
Rita Gregory, Bronx
Marion M. Grimes, Scotia
Donna Hanus, Malone
Jamal Bardar Harrison, New York
Eleanor L. Heishman, Binghamton
Lorrelle Henry, Brooklyn
Elizabeth Herrick, Hammondsport
Barbara Buckner Higginbotham, New York
Adam Fireheart Holley, Binghamton
Ira M. Joseph, Flushing
Muriel Kane, Great Neck
Mollie W. Kramer, Bronx



Libraries across New York State hosted "Night of 7,000 Stars" reading celebrations April 25, marking the first major event of the Governor's Conference. First Lady Matilda Cuomo was honorary chair of the statewide event, which was cosponsored by the Governor's Commission, the New York Library Association, the Imagination Celebration and the State Education Department.

Nancy C. Kranich, New York
Frances LaDuca, East Northport
Jason W. LaPier, Elmira
Marguerite D. Lewis, Delmar
Raj Madan, Brockport
Virginia Manbeck, Brooklyn
Joseph Mattie, Albany
Betty M. Minemier, Dansville
Morris G. Moses, Albany
Nancy S. Osborne, Oswego
Sid Osser, Bronx
Patty Paine, Willsboro
Alan S. Rachlin, New York
Mary M. Rive, Flushing
Lois E. Schneider, Flushing
Bonnifer Smith Schweizer, Cayuga
Anita B. Sears, Pittsford
Peter E. Shipley, Woodstock
Donna Slivoski, Brooklyn
Jeanette Smithee, Syracuse
Ruth Starke, Peru
Elizabeth Sywetz, Cooperstown
Annette VanDohlen, Rochester
Robin Verges, Brooklyn
Bonnie Vass Werther, Newtonville
Kenneth Wilbur, E. Syracuse
Robin D. Wilkens, Pearl River
Lethia Williams, Bronx
Loretta Williams, New York

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much closer to that condition than ever in the past, and when teachers and students debate what should be taught and learned they are not typically constrained by whether the information is available, but instead by the fact that not everyone can choose everything.

Just as there are, for purposes of argument, only four years to be an undergraduate and 24 hours in a day, so there are only so many librarians and so many dollars in the library budget. The harrowing reality for the library in terms of curricular reform is that so long as the debate rages and no decisions are made, the library has very little guidance about what it should become, while, at the very same time, if the materials are not obtained today they will not be known tomorrow. As someone has said, hardly anyone forgets something they did not know.

And so the paradox for the library and educational reform can be stated in two sentences. (1) A student cannot learn from information that is not available. (2) Once all information is available the student has not yet even begun to get an education. When information is not available there is no potential for education. When only information is available there is only potential for education. There is a vast wilderness between information and knowledge, and the path between them is education.

And this brings things full circle. If access is ownership, and I believe that it is, then we can understand why as more people gain access they behave as though the information were theirs, and they want to use it. Students argue, "This is my curriculum and I want it to be what I want it to be and not what you want it to be." Teachers argue, "I want to teach what I want to teach." Parents and employers argue, "We want students to know what we want them to know." And libraries say, "We are service organizations, but who are we supposed to serve?"

In practical terms a library cannot be all things to all people, but, oddly enough, if what I have argued is true, it wouldn't be the least bit of help if it could be all things to all people. In the absence of choice, the library cannot use its resources effectively and efficiently; and in the absence of choice a user cannot use intelligently the resources that are available. The quantity and quality of information available to us is unprecedented in human history. How to use the information is remarkably unclear. The library is like a modern automobile: it can take us further, more efficiently and in more comfort than ever before, but at the moment, while a crowd of licensed drivers argue about the route and the destination, there is danger that the car will sit idling in the garage, or wandering aimlessly about the countryside.

Geoffrey Marshall *is Acting Provost and Vice President for Academic Affairs at the Graduate School of the City University of New York. He was previously with the National Endowment for the Humanities (1974-84), where he was successively Director of the Divisions of State Programs and Education Programs and then Deputy Chairman. He was a member of the faculty and administration of the University of Oklahoma from 1964-74. He earned a B.A. at Franklin and Marshall College and a M.A. and a Ph.D. in English at Rice University. He gave this paper at the Governor's Conference on Library and Information Services on November 29, 1990.*

THE ROLE OF LIBRARIES IN A DIVERSE STATE

By Lucille C. Thomas

My philosophy of librarianship, and my commitment to the profession, have been shaped over the years by experience as a classroom teacher, school and public librarian, supervisor and library educators. This experience has also enabled me to frame a set of recommendations for libraries in a diverse state.

We are living in an information age in a state with a diverse population with varied information needs. To meet these needs the state should guarantee that every person, regardless of age, race and creed, has a right to quality library service and materials which are free, timely and comprehensive. David Kaser takes this principle to another level when he states that "all information must be available to all people in all formats purveyed through communications channels and delivered at all levels of comprehension."

Certain barriers prevent the achievement of this principle in too many instances. It is not necessary to recite a litany of statistics on the problems facing the State. Headlines in our newspaper and political rhetoric proclaim these problems, notably the shocking illiteracy throughout the State. Our library resources must be mobilized to combat this growing problem of illiteracy. Our democracy depends on an educated population. It is clear that for our society to remain functional and dynamic, we must be able to identify and encourage intellectual potential where ever it is found.

In the past, some librarians have responded only to the users who have demanded their services, instead of reaching out aggressively into the community. Librarians must provide appropriate services for special constituencies.

As a part of the solution to the problems of our State and society, the library can provide levels of service to accommodate the needs of the "underserved," the "unserved," and people who are disabled or institutionalized. As a rule these groups are not frequent visitors to the library. To overcome this barrier, it is the library's responsibility to conduct a survey to determine the needs of the people and the library services and materials they want. Especially in urban settings, we find many individuals and families that have not used libraries. A systematic approach for gathering information about their needs can serve as a basis for planning,. A representative advisory group to specific libraries can provide a means of securing ongoing input and evaluation. Innovative outreach programs intertwined with the regular programs can serve as an incentive to reluctant users. During the 1960s and early 1970s many effective outreach programs flourished. Unfortunately, many were the victims of the budget cuts of the mid-1970s. The "New Americans Program" of the Queens Borough Public Library has deservedly received wide acclaim and is an example of needed outreach.

Our children will live in a more sophisticated information society in the 21st century. Whatever students learn in school today will not be sufficient for a lifetime, it will only be a base. Two of the most valuable gifts that society can give the individual are a commitment to lifelong learning and access to reliable sources of information. Libraries are society's most comprehensive and effective source of information delivery. Competent, certified librarians and library media specialists are required. To be able to respond aggressively to these changing needs of society, librarians need the assistance of information tools and technology.

Although access to information is considered an inalienable right in our democratic society, often students in school are denied intellectual and physical access to information because of poor planning or insensitivity to their needs. Many of the students come from homes with limited reading materials and little motivation to read. Therefore, school administrators should make the library program a priority.

LIBRARY PERSONNEL

Another role of libraries in a diverse state is to promote the recruitment, education and professional development of library personnel. Recruitment as a professional concern has two distinct parts: (1) recruitment to fill vacant positions; and (2) recruitment in interpreting the career opportunities in the profession.

Because of the rapidly changing professional workplace, libraries need to recruit persons who have intellectual curiosity throughout their lives and who can adapt to change. We must convey to the new recruits the excitement and personal satisfaction that can be realized. Library schools and libraries share a dual responsibility in the recruitment of students who have a professional commitment to library service. Double effort must be invested in recruiting students from the ethnic and cultural minorities that make up our state's population. Schools serve as an incentive.

The continuing education of library staff should be shared among libraries, librarians, library systems, library schools, and library associations. Each should share the planing and initiation of such training. To ensure a sensitive and caring staff, training for library staff may include an understanding and respect for all people and cross-cultural issues. An internship program in all types of libraries gives a student an introduction to the work, as well as the opportunities. Brooklyn Public Library has implement a model preprofessional program.

The guiding principles of intellectual freedom are outlined for libraries and librarians in the American Library Association "Library Bill of Rights." It affirms that libraries should (1) challenge censorship in providing information and enlightenment; (2) provide materials and information presenting all points of view on current and historical issues; (3) materials should not be excluded because of origin of their creation; (4) a person's right to use a library should not be denied because of origin, age, background or views.

MORE RESEARCH IN LIBRARIANSHIP IS NEEDED

To make needed connections between libraries and literacy more research in the field of librarianship is needed. More hard data in the area of literacy should help librarians make stronger argument for providing quality library services. Quality education requires qualified librarians in children's rooms and library media specials in schools to connect library services with the curriculum. Increased "action research" by practicing librarians can help us prove the value of libraries in education. I hope we will not have any more such reports as *A Nation at Risk* and *A Framework for Action to Meeting Basic Learning Needs*, omitting the roles of libraries.

For libraries to fulfill their roles in a diverse society requires policies that may not be under the control of librarians or library boards. Realizing the full potential of libraries depends upon political commitment and political will, backed by fiscal measure and reinforced by educational policy. Suitable legislation which provides appropriate funding will enhance libraries and library programs.

RECOMMENDATIONS

The Board of Regents must ensure that broad-based policies and regulations are established and are adhered to at the local level. For example, Commissioner's Regulations should be expanded to require certified librarians in the elementary school. The trend is also to allow individual school principals to decide who will staff the library. At this level, the decision is subjective, depending on the background and experience of the principal, not based on research.

2. State and Federal governments must provide funding at a level sufficient to support diverse collections, open access, equity of service and materials, appropriate hours of service, and competent library staff who will provide quality library service to all citizens.
3. Research grants offered to librarians by State and Federal governments will motivate needed research. In addition, partnerships with the business community can provide a source of funds for research.
4. Libraries must be recognized as invaluable information sources. Libraries are a vital link in providing education resources for all learners — preschool through adulthood.
5. Channels of communication and cooperation should be expanded at every level.
7. A coordinated plan for creating "library awareness" to raise the consciousness of the general public should be implemented. Not a "glamour and glitz" focus, but an interpretation of how libraries meet the needs of ordinary citizens — showing how the library can help one prepare for a career change, improve his or her quality of life, and meet other important information, learning and cultural needs.

These actions would help bring out the full development of the role of libraries and, most important, would benefit hundreds of thousands of people in our diverse State.

Lucille C. Thomas, *former President of the New York Library Association, presented this statement at the Governor's Commission on Libraries hearing on "The Role of Libraries in a Diverse State" at the Middle Country Library at Centereach, Long Island, on July 24, 1990.*

SURVEYING THE LANDSCAPE

By Joshua Cohen

It's not surprising, the range of services libraries provide. Libraries attempt to classify the sum knowledge of civilization and make it available to the total population. No simple task, even when changes in technology and demography are not factored into the equation. But after factoring, the emerging picture is one of rapid increase in technological change, growing diversification of population and exponential rates of new information. The challenge, then, is to meet the demands of the public while processing new information and learning how to use new technologies.

Rapid changes in technology and information are turning out to be the least of our problems. Public needs have swelled beyond what any early library pioneer could have envisioned. Libraries still provide traditional services such as programming for children, literacy programming and materials and popular reading materials; but now groups such as homeless people and people looking for jobs or fighting substance abuse are turning to libraries for assistance.

Had enough? I hope not. There is another segment of the public that has information needs: the service provider. As the economy becomes increasingly service-oriented, the demand for certain kinds of information increases. In a manufacturing-based economy, only the research and development people need information; the greater percentage of the population is busy producing. In a service economy, workers need information as a function of their jobs. So, as the economy has shifted to a service orientation, more of the population needs information in order to do their jobs competently.

This transformation to a service oriented economy has been occurring since the mid-1970s and has already affected libraries; but what other changes can we expect to have an impact on libraries? From the writings of futurists, I identified 10 trends that will emerge during the next decade.[1] They are:

1. Corporations will play an increasingly larger role, taking over governing functions and providing more services.
2. The "information society" will demand new standards of literacy and competence.
3. Vocational training and education will be a lifelong pursuit.
4. Unless people have sufficient education and interest to take advantage of new kinds of work, they may fall out of the mainstream.
5. The nation can expect little improvement in the poverty rate. The poverty rate in nonmetropolitan areas will continue to exceed that of metropolitan areas.
6. The homeless population will continue to increase because of insufficient low-income housing.
7. The solution to all human problems lies in passing on the store of human knowledge and creating new applications of the knowledge.
8. The ability of individuals, groups, political systems and nations to adapt to change and to create new and reformed institutional structures is hotly argued.
9. Futurists doubt the world's ability to build infrastructure fast enough to keep pace with population growth.
10. Changes are occurring in education with the implementation of information technologies. Technologies create opportunities for education out of school.

The developing scenario is: Established institutions are less able to deal with the growing social problems; information keeps increasing and becomes more valuable; education becomes lifelong and less formal in nature; poverty and homelessness increase and become more than an urban problem. What is the institution that can provide some assistance to all these growing concerns? Libraries.

If this seems overwhelming, consider the array of services libraries already provide. Librarians can store and retrieve information in useful formats, and with each new advance in technology this becomes more true. Libraries offer lifelong learning capabilities in a less formal situation and are capitalizing on new learning technologies. Libraries make these services available without cost to the public and they are located in most communities.

The intrinsic value of these services became evident to me when I was asked to speak about library services to people who are homeless: a group, growing at an all-too-rapid pace, in need of the assistance libraries can offer. To prepare the presentation I knew I must find out the needs of this group and then determine how best libraries could assist with those needs. From this exercise, the beginnings of a method of assisting diverse groups in need of library service began to take shape. By considering user needs and connecting them to the appropriate library service a schemata for responsiveness to the new demands is possible. I came up with 10 needs for library service that

a homeless person might have and then decided what services a library could provide in response to those needs.

WHAT SHOULD SOCIAL SERVICE PROVIDERS KNOW ABOUT LIBRARIES?

Libraries are not social service agencies, but they do offer a great deal of assistance both to people who require social services and to people who provide social services. Many social service providers are either unaware of library services available to them and to their clients. Social service providers need to know about:

1. **Community Information and Referral**. Many people who are homeless need the aid of human service organizations. The community information and referral services libraries offer can help people find the appropriate agencies.
2. **Regional Guides and Newspapers**. Although a percentage of people who are homeless are deinstitutionalized patients, this percentage is shrinking. People who have lost their jobs or who cannot afford housing are becoming a significant portion of the homeless population. Many of these people have moved to a different area to find work. Libraries offer them guides to the region and local newspapers.
3. **Job Search/Career Guidance**. Unemployment or underemployment is a large problem for people who are homeless. There are Job Information Centers in more than 100 public libraries in New York State that can provide assistance with job search or career guidance.
4. **Educational/Vocational Courses and Information**. The need to upgrade skills is prevalent among people who are homeless. Courses are available at reasonable rates in many communities if one knows where to look.
5. **Literacy/ESL Tutoring**. Not surprisingly, the rate of illiteracy is high among people who are homeless. Many literacy programs are housed in or connected with libraries.
6. **Quiet Environment**. One of the first things a homeless person loses is privacy. The library offers an escape from the noise and crowded conditions of a shelter.
7. **New Reader/Foreign Language Materials**. Recreational reading offers a respite from the problems of the current situation. Libraries provide materials for all levels of readers to enjoy.
8. **Programs for Children**. Programs for children are especially important for people who are homeless. A shelter for the homeless is not the best environment in which a child can learn. Children's programs in libraries can help offset this deficit and instill a love of reading and learning.
9. **Adult Programs**. From recreation to self-help, programs for adults offered by libraries cover the complete range of adult learning, and they are generally free or low cost.
10. **Nonprint Materials**. These include Talking Books, videocassettes and even the use of computers.

The list of reasons why a person who is homeless would use a library suggested a parallel list of reasons why service providers would use a library. Service providers need to know about:

1. **Legislation, Rights and Laws**. What does current legislation say about the situation; what bills are pending? What are the rights and protection's under the law for people who are homeless? The answers are available in most libraries.
2. **Funding Sources and Information**. Libraries aren't the only organizations that are underfunded. Most agencies that provide service need funds. Information about funding sources and writing and administering grants can be accessed through most libraries.
3. **Government Reports**. For a person working in a nongovernmental, not-for-profit agency it is important to know what the governmental agencies are planning or proposing on the issues. Most of this information can be found in agency reports. These reports are distributed to libraries.
4. **Demographic Information**. Libraries offer materials that can provide a picture of the population in a specific area and suggest trends for the future — valuable information for program planners.
5. **Instructional Materials**. Planning a course? Libraries provide all types of educational materials. Resources that can enhance the actual lessons are abundant in most library collections.
6. **Current Events in the Field**. The CD-ROM technology has made keeping up with issues in any field a simple matter of typing in a keyword.
7. **Latest Research in the Field**. Complementing the current issues aspect is the need for awareness of current research. This too can now be easily searched with CD-ROM technology.
8. **Maps, Phone Books and Directories**. This is probably one of the most obvious and one of the most overlooked aspects of a library.
9. **Subject Searches and Reference Questions**. The fact that librarians can find information on most subjects, have bulging vertical files and answers to most questions is probably one of the best-kept secrets of the library world. It shouldn't be.
10. **Special Programs**. At Mid-Hudson Library System, we have a special collection of videos on substance

abuse prevention (provided by project SAVE), collections of new-reader materials, multicultural materials and many special programs. Most libraries offer some kinds of unique programming or materials, but this is only part of the concept. The *potential* offerings of libraries is the other half. Libraries can provide services in conjunction with other agencies.

Libraries, as information centers, are uniquely able to play a larger role as our society becomes more information-dependent. It is a role many might wish to shirk considering the lack of funding, the understaffing and the overwork that we currently encounter, but it is also a challenge that cannot be ignored. We have already begun to fill many of these roles and, given the public nature of our institutions, we will be forced to deal with many of them whether we wish to or not. Rather than waiting for them to be foisted upon us, we should plan for these new roles and devise structures to deal with them.

A final thought about library service struck me as I was reading these words by Lawrence Durrell:

> We are the children of our landscape; it dictates behavior and even thought in the measure to which we are responsive to it.2

Consider the landscape of our society and then consider the behaviors and thoughts that landscape dictates. Libraries, with the variety and comprehensiveness of their resources, offer alternative landscapes and, following Durrell's logic, alternative thoughts and behaviors. It is through provision of these alternative landscapes that we can insure people's dignity, hope and intellect as they search for ways to improve their lives and our society.

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BECOMING A LIFETIME READER

The American Library Association (ALA) has produced a four-color pamphlet highlighting children's literature in conjunction with the 1991 observance of the Year of the Lifetime Reader. The annotated list of suggested reading is divided into age groups from preschool to ages 12-14. The pamphlets are ideal for distribution to parents and children in the children's literature section of the library. The list appeared in the January 15, 1991, issue of *Book Links*, a magazine for teachers, librarians and others who work with books and children.

Becoming a Lifetime Reader pamphlets are available in packages of 100 for $24. Single copies can be obtained by sending 50 cents and a self-addressed, stamped envelope to ALA Graphics, 50 E. Huron St., Chicago, IL 60611. Orders over $20 can be placed by calling (800) 545-2433, press 8.

WHAT IS AT STAKE AT THE WHITE HOUSE CONFERENCE?

By Richard C. Wade

The American library enterprise is everywhere engulfed in a creeping catastrophe. Throughout the nation, public funding is diminishing, staffs are reduced, open days cut back, hours decreased and smaller institutions actually closed. The word "crisis" is scarcely adequate to describe our predicament. In many places across the country, libraries have not fully recovered from the retrenchments of the mid-1970s and early 1980s. Now a national recession threatens even that precarious recovery. Worse still, national, state and local leaders, while supporting libraries, do not yet understand the full dimension of our plight, but it is easily documented.

Reading scores in schools scarcely improve, dropout rates remain intractably high, and one of every five adults is functionally illiterate. A new generation, marinated in television, accustomed to the evanescent and seeking quick gratification, finds less and less use for what many of them perceive to be the old-fashioned library as merely a place of books and quiet amidst a frenetically changing society. Meanwhile, the world of work relentlessly asks for more credentials, more skills, more information. The decade of the 1990s and the century that stretches beyond are going to require a highly literate people to accommodate the accelerating electronic revolution of our time.

More serious still is the steep growth of adult illiteracy. Exact figures are elusive, but private and public calculations place the figure at least 25 million and probably much more. The consequence is that nearly one in five adults lives outside of the information society, not only unable to qualify for a job but unable to read a want ad or fill out an application. National leaders constantly exhort the country to "competitiveness" while ignoring the most elementary fact: The United States has 20 percent of its labor force functionally outside of the economy. Japan's figure is three percent, Germany's is five percent. The White House Conference ought to signal the first concerted attack on adult illiteracy organized around public libraries, which alone have the space, material and trained personnel needed for a grand attack. Jefferson argued that democracy assumed a literate citizenry. We were once the most literate society in the world; we no longer are.

In creating a literate society, libraries have always played a critical role. For more than a century, librarians have helped prepare successive generations, especially those from abroad, for entrance into America's mainstream. They have been, with the schools, the staging grounds for upward mobility. Here the language was learned, the culture absorbed, the "high tech" of each age made available — to all. People came from all parts of the globe — an extravagantly rich mixture of races, religions and languages — and they found in libraries a window on their new world and the tools to function in it.

The most recent demographic changes have brought new demands on the library's historic role. The last quarter century has witnessed a stream of immigration that approximates the numbers of nearly a century ago. These newcomers come from lands with different cultures, different languages and different skills. For the children, schools are their first exposure to American life and values; for adults, libraries are the only entry into their new culture. The wide and free use of libraries eased the transition of successive waves of European immigrants into America's mainstream. They continue to perform this essential task.

Libraries are, however, more than just homes for the newcomer. For generations, they have been places where the elderly, seeking to enrich their autumn years, can safely go. They are havens for children — rich and poor alike — who seek help for school assignments or whose imaginations reach beyond the formal curriculum. They are information sites for people in all walks of life who need to know more for self-improvement or idle curiosity. And they contain the wide range of ideas that the educated citizen can consult in making judgments on the central issues of the day. In short, libraries are not merely amenities; they are an integral part of this nation's culture.

And libraries are no longer for books alone. Though they remain the repositories of the world of print, they have also adopted the new technologies of the present. Materials once confined to the printed page are now available in other forms — microfilm, microfiche, videocassettes, pictures, posters, braille, records and numberless new techniques that have characterized the electronic revolution in an informational society. In addition, new communication allows various libraries to share resources and services. Even some of the newest and most sophisticated material and information are available in nearby libraries and freely available to all.

Certain parts of the library enterprise suffer disproportionately. The dependence on local funding historically has had unequal results. Well-to-do districts enjoyed good libraries; the less affluent had greater difficulty. The 1990

Census highlights the growing gap between these systems. Suburban growth has sustained the better-financed districts, but the shrinking tax bases in urban and rural areas put those systems in jeopardy. This trend, visible as early as 1970, will continue into the next century. The White House Conference must address this critical question because it is not confined to a few states and cities but is national in scope and requires Federal attention. It cannot be said often enough: every citizen, no matter where residing, should have the same library opportunities as the most successful. The genius of the American library idea was equal access of ordinary people to the rich traditions of every culture and to the records of its own government.

Ironically, this crisis comes at a time when libraries have never been more needed and have never been so successful. The rise in the number of users, the quick adoption of new information technologies and the expansion of services to new audiences testify to lively enterprises responding to the rapidly changing requirements of a post-industrial society. They have developed programs to address the problem of adult illiteracy, offered the most recent materials for job retraining and new careers, and reinforced services to the young. Also, in an age of increasing controversy and threats of censorship, libraries have remained free repositories of conflicting views and public information. In short, this most American of institutions has more than justified its hopes that its founding fathers had confided to it.

Yet the White House Conference meets at a time of unprecedented difficulty. For the library enterprise faces not only the problem of weathering a recession, brief or extended, but long-range questions that put its whole place in society in unexpected jeopardy. The electronic and telecommunications revolutions are changing the way people receive information, and libraries must use them to serve all the people in their communities. Most obviously, the cost of providing new services, in addition to traditional ones, mounts annually. Obviously, too, the growing shortage of professional librarians inhibits the ability to maintain standards. And, at bottom, is the pervasive view in the public and its leaders that libraries are mere amenities and not an irreplaceable part of a democratic society. They are, in fact, the oldest social services this nation provides its citizens — unique institutions created and nurtured by numerous generations before us.

In this generation, two revolutionary factors have been added to the libraries' historical mission. The first is the explosion of information with the enhanced capacity to develop, retain and disseminate data in a way undreamed of until our time. Libraries, the traditional repositories of this material, now are confronted with new responsibilities for which there are no past guidelines. The second is a massive demographic change, which has altered the profile of the American population. Newcomers from the Caribbean and Asia, joined by a small but important contingent from the Communist world, moved to the United States in numbers reminiscent of the turn of this century. They brought with them all the needs for which our immigrant experience prepared us, but they also brought an extravagant variety of languages and cultures. Along with schools, libraries have always been the focus of accommodation and acculturation. This responsibility has never been more important or urgent.

These changes are national, not state or local. The electronic revolution knows no boundaries; the newcomers settle everywhere without regard to political jurisdictions. Historically, libraries have been the responsibility of local communities with some modest, though important, contributions from state and Federal government. Yet the new circumstances require a greater national presence. The White House Conference provides a unique opportunity to begin to examine the consequences of the electronic and demographic revolutions and the Federal role in the next decade and into the 21st century.

But let the delegates to the White House Conference understand what is at stake. This great American invention, a national network of libraries with their incomparable riches freely available to all, is in jeopardy. This generation is the custodian of a singular heritage. We are determined to pass it on to our children preserved and enhanced. But it would be prudent to remember Benjamin Franklin's last words to the Constitutional Convention 200 years ago: "Gentlemen, you have a Republic, if you can keep it." We have great libraries, if we can keep them.

Richard C. Wade *is Chair of the New York State Delegation to the White House Conference on Library and Information Services and Chairman of The Governor's Commission on Libraries. He is Distingushed Professor of History at the City University of New York.*

LIBRARIES IN CITIES

By R. Kathleen Molz

My term as editor of the *Wilson Library Bulletin*, published by the H.W. Wilson Company in the Bronx, coincided with the initiation of the Great Society legislation during the administration of President Johnson. During those years, I published a number of articles by such writers as Michael Harrington and Sergeant Shriver, dealing with the role of libraries and librarians in the war against poverty, a war which we never won and which we are still waging.

Among these pieces was the moving account written by Kenneth B. Clark, the black psychologist whose own research was influential in the Supreme Court's school desegregation decision, *Brown v. Board of Education*. In this article Clark described the influence on his youth of Arthur A. Schomburg, the noted African-American bibliophile whose personal collection of books formed the nucleus of the present-day Schomburg Center for Research in Black Culture, a division of The New York Public Library.

Too small in physical stature to compete in athletics with the larger boys in his class, the 12-year-old Clark found in his local library a place of peace and calm that shut out the noise and dirt and conflict. "The building's cleanliness and serenity," he wrote, "brought me peace, a sense of rightness. The librarians smiled at us; they didn't call us names."

The experience of this one black youth is by no means unique; children of racial and ethnic minorities and of the poor have left us an undeniable record of the role of the free public library in their lives. James Baldwin spoke of it as the place where he discovered Dickens and Dostoyevsky and realized for the first time that other people had experienced pain. Langston Hughes described it as one of the few places he knew that didn't seem to have a mortgage. Poet Karl Shapiro spoke of the resources of his local library as "potting soil. Whatever else it does it makes things grow." These incidents and anecdotes should not be regarded as random occurrences. These distinguished writers were once, of course, gifted children, for whom the public library was a place of enfranchisement, making them citizens of what historian Daniel Boorstin would call the Republic of Letters, a republic in which as writer or reader everyone has equal opportunity.

My purpose, however, is not to look to the past but to express my concern that similarly gifted children, and indeed all children, be given a like induction in the literate experience. Within the last quarter of a century, significant changes have been made in the way in which information is garnered, processed and distributed. There is hardly a segment of the U.S. economy that has not been altered by the high-technology cast of computer/communication technologies. As a consequence many voices have been raised in support of instruction in computer literacy, especially for the young. Since my own profession has been transformed through the advent of these technologies, I do not wish to seem to denigrate the importance of computers in altering the workplaces and even the homes of the future.

But at the same time, I see the impact of these technologies in further isolating the have-nots of our society from the educational mainstream. Anyone who has mastered even the simplest of word processing programs knows the burden of understanding the instructions in the accompanying manual, instructions which, of course, require the ability to read.

To enhance the pleasure of reading, to make it something other than a mere interpretive task requires some exposure to the world of books and letters. That exposure traditionally had been provided, especially for children in afterschool hours, by the children's rooms of our public libraries. Today, particularly in inner cities, those rooms are heavily mortgaged. Novelist Nessa Rapoport contributed a piece to the editorial page of *The New York Times* entitled, "The Trials of St. Agnes's Library," in which she describes the reduced hours of opening in her neighborhood branch, the loss of funds for literacy programs and the reduction of other activities for outreach and enlightenment. She comments:

> We are at a new turn of the century, with plenty of unfulfilled messianic dreams. When historians look back, they will measure this final decade not by the money that was mustered to save Donald Trump but by the money we couldn't muster to save the intellectual life of New York's children. St. Agnes, patron saint of innocence, would weep.[1]

I need not quote the dreary statistics of the increasing burden of illiteracy in the United States, nor do I need to convey the difficulties of managing in a society in which forms and records proliferate, but I must register my regret that, as the century wanes, we are losing the benefit of one of the civilizing forces of our society and that the effect of this loss particularly harms children.

Aside from the immediate benefits of the books and

other media which the children can use and borrow, the public library in itself teaches the lessons of responsibility for communally held property, the value of disciplined order, and it serves as a symbol that accumulated knowledge can be part of one's heritage. Philip Roth expressed this well when he wrote that the very idea of a public library "had as much to do with civilizing me as any I was ever to come upon in the books themselves.[2]

We seem today to live from one crisis to another: there is the crisis of drug abuse, the crisis of crime, the crisis of homelessness, the crisis of AIDS. All of these problems, need support, both in money and in social responsibility, but the needs of our children for one of the small but important civilizing forces located in their own neighborhoods are important, too. Social scientists sometimes refer to public libraries as small-scale services or street-level services, which like those of local fire stations and local police precincts have to be situated within a more reachable proximity for community residents than, say, a City Hall.

I hope that the Governor's Commission on Libraries will reflect on the importance of small-scale services and of the neighborhood public libraries that *should* be affording them. At a time when concern for unaccompanied latchkey children using public libraries as day care centers reaches the front pages of *The New York Times*, it is of singular importance that the Governor's Commission recognize the particular role for the public libraries of both the State and its localities in providing for future Kenneth Clarks a haven against the dirt, the noise and the conflict.

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R. Kathleen Molz, *the Melvil Dewey Professor in the School of Library Service at Columbia University, presented this statement at the July 19, 1990, Hearing on Library and Information Services for Literacy. The hearing was conducted by the Governor's Commission on Libraries. Dr. Molz is the author of several books on public policy on library services. She has worked in three major public libraries in the United States, those of Baltimore, Denver and Philadelphia, and has frequently written on the subject of public libraries, especially those in major metropolitan areas. She has also been an editor of the* Wilson Library Bulletin *and a specialist in the United States Office of Education.*

FOLLOWING DEWEY'S PATHS

By Walter Cooper

Baudelaire once said that the poets are the universal translators because they translate the language of the universe, stars, water, trees, into the language of man. Libraries are the source of the knowledge and imagination that motivate and drive one to become the poet, the writer and even the scientist. They are the indispensable elements in that canonical ensemble that nourishes the roots of life.

I have fond and lasting memories of my earliest experiences with libraries and the role that books played in shaping and molding my future. As a member of the Regents Cultural Education Committee, I have great interest in the status of libraries in our great State. As a scientist, and one responsible for State policy on education and libraries, my comments will be based upon the principle of interested third party.

FOLLOWING DEWEY IN THE "INFOMATION AGE"

"Following Dewey's Paths" is an appropriate title for an institute for discussion of recruitment, education and certification strategies to meet the projected shortage of librarians in New York State during the decade of the 1990s. According to biographies, Melvil Dewey was a man of high energy, with a sense of moral righteousness, a domineering personality and will and a genius of organizational skills and management. He must have been a person of indomitable courage and persistence (some called it stubbornness), marked by his propensity for controversy, as exemplified by his insistence that women be admitted to the newly instituted library school at Columbia University in 1888.

Who amongst the present-day leadership will pick up the torch and follow the lead of Melvil Dewey? Or better yet, will the collective leadership within the library community accept the rich legacy of a Melvil Dewey and shape the library of the 21st century? Will a collective leadership evolve that will possess the character and aggressiveness to serve the libraries in troubled times? Will you consolidate and refine the basic ideas of Melvil Dewey and restore the status and financial support that libraries and library systems so rightfully deserve?

"Following Dewey's Paths" is a challenge that you must accept; to do otherwise is to betray his legacy and to condemn our precious asset to further atrophy and decay. As Ralph Waldo Emerson so eloquently stated, "the heroic is not the common, nor the common heroic." As a group united in purpose and action, the magnitude of heroism need only be a small increment for each individual; however, collectively you can represent a determinant force to achieve what is necessary for the growth and vitality of the profession.

As we approach the 21st century the pace of technology advance has quickened at such a rate that the amount of information doubles every five to seven years. The pace has accelerated with the power and speed of computers. For example, if the airlines had changed as much as computer-related technology, an airplane would now be carrying half a million passengers at 20 million miles an hour for less than a cent apiece.

In your profession, microchip technology has made it possible to squeeze the contents of books by at least 20,000 times. Using a combination of silicon microchip and laser technology, all of the words in the 435 kilometers (270 miles) of bookshelves in the Library of Congress could be contained on less than one wall of a large living room. And the storage capacity of the microchip is expanding all the time.

The fact that we are the best informed — or at least the most massively informed — society in history is an important feature of the "Information Age." In this age there are the information workers, all those who produce it, such as engineers and scientists, process it, such as managers, distribute it, such as teachers and journalists, and others who are participants in the "makers" of information. What is the librarian's role in the age of information? You are the managers of information, knowing how to access and distribute it in an efficient and humane manner. Melvil Dewey would not have been surprised by the advance of science and technology and the emergence of the age of information. He might be chagrined that the library profession has not aggressively asserted itself as the "manager of the age of information," a traditional hegemony that seemingly is lost. One has to question what impact that this "lost" image has had on the profession of library science.

IMAGES AND REALITY AND STRATEGY

The recent shockwave that penetrated the library community with the announced plans to close Columbia University's School of Library Service may be symptomatic of the image and real problems confronting the profession and its status within institutions of higher learning. Is

the closing related to the relatively low status [of library sciences] on the campus of Columbia University? Are library schools seen as intellectually inferior departments as far as research, publishing and even pedagogy itself are concerned? To what extent have library schools, as inheritors of information management, involved themselves in interdisciplinary programs with, for example, departments of computer technology and telecommunications? I ask these questions as a means of determining what a library school should be doing in following the path of Melvil Dewey.

One could speculate and suggest that library schools may be held in low esteem on university campuses because they are viewed as arid, low key, small, low visibility schools devoid of academic rigor, innovation and creativity. Otherwise a stodgy, out-of-date discipline. Thus the negative image will directly impact on the recruitment of talented young people who might be enticed to consider the profession, and at a time of diminishing resources within institutions of higher learning, library schools become prime targets for the budget cutters. I suggest that the New York State Legislature must also perceive the public library and library systems in a similar fashion — a necessary, but not a critically essential institution dominated be women and tradition. Of course that image is a stereotype, but what has the profession done to alter the image and convey a more realistic vision to the legislative body of this State? Without doubt, image has had an impact on the allocation of the State funds for educational institutions during the last four years. While related institutions have fared very well with respect to State funding during that period, funding for libraries has been at a standstill.

How does one change this image of an institution? Melvil Dewey might suggest (if he were alive today) the following: There has to be developed a unified vision and collective strategy distilled out of your wide diversity. Every element of the institution must recognize that, for survival in a highly competitive environment, a common value system must be shared by all. If the various elements do "buy into" a common vision, then you could become the powerful and effective lobbying group you must be. Secondly, this will permit the kind of effective strategic planning to take place for the development of the library of the 21st century. Subsequently, this will permit the defining of parameters of new relationships with customers, legislators, business, unions, schools and parents.

A quality program should be concomitant with all strategic and tactical planning. This allows a more focused mission and a determination of the key results that are associated with quality assurance. One can imagine key results areas encompassing new educational thrusts, identifying customers and their needs, redefining perhaps the library itself as a "Public Information Center."

THE PUBLIC INFORMATION CENTER

Within the construct of a public information center, many questions would arise about its practicality in a changing environment and how it would function within that environment. Firstly, its name would announce to the public that information is crucial to our daily lives and that we are required by society's need to be informed. Such a facility would be mandated to be in consonance with users' needs as a means of reaching all the citizens of a given jurisdiction who need information. What the question becomes is, Does the library have the capacity to deliver the necessary information?

In providing information, the quality of service has to be the primary consideration of the information managers, and measurements of the success of the service should be quantified wherever feasible. And, of course, the facility must establish worth to the community on a cost-effective basis. Information managers must identify information consumers, or customers, and determine if the service is valued by these customers, including the business and professional communities.

One of the basic dicta of Melvil Dewey was the library information system as a dynamic/kinetic institution. This tenet imposes a continuous evaluation of the inputs of the system. Materials must be up-to-date and useful. For example, information or data bases on environmental and waste management, demographics, economic projections, health and education issues should be available. The data must be meaningful, in sufficient quantity and should relate to local and State political concerns.

A public information center for the 21st century would require changes in the manner in which information managers are educated. Nontraditional skills such as marketing, advertising, computer/telecommunications would be integrated into the curriculum. A course in organization behavior with emphasis on the role of knowledge managers in an information society would reestablish the role and image of the information manager in postsecondary education; and the cross-fertilization derived from a curriculum enriched with technical and business-related courses would add to the prestige of the profession.

The business-related courses would enable the profession to comprehend the sophisticated ways of maintaining the fiscal or financial viability of information centers. Such professionals would aggressively pursue endowments, grants from foundations, contracts from business — national and international. With these new sets of skills the information managers, using population statistics to identify potential markets, would develop marketing and advertising to attract customers to their services and also to locate "pockets" of interest to attract previously unidentified markets.

Even without the benefit of a new curriculum, the present managers of information should reaffirm their his-

torical mission of being an integral component of the education of the citizenry of the State. Not only do you have the responsibility of sharing information, but you should be active implementors of many educational programs ranging from early childhood development to adult literacy and acculturation. For example, have you studied the provisions of the recently passed Federal budget and tried to determine, or better yet, tried to imagine how libraries and library systems interface programmatically with the budget specifications? Recently Congress approved a 26 percent expansion in funding Head Start making it possible to enroll 40 percent of the eligible children. More dramatic still, the legislation authorizes funds that make it possible to enroll every eligible child by 1994. Are you prepared to inform your market in your community of these provisions, and, better yet, are you willing to take the risk and operate a Head Start program? I believe that Melvil Dewey would have considered it a worthwhile endeavor for an information center unmatched in its knowledge content by any traditional classroom.

If you follow the path of Dewey, I suspect that you would judiciously explore your role with respect to adult literacy within the context of State and Federal funding and various types of programs a user-friendly institution can provide to accelerate literacy in our communities. Could your facility enter into contracts with businesses to provide literacy skills for many of their employees who do not possess the requisite skills to be retrained? For example, the Eastman Kodak Company cannot retrain 10 percent of its work force because of the aforementioned fact. There must be a plethora of large and small companies that are in a similar condition and, therefore, operate at a competitive disadvantage. Such an intervention on your part would represent an entrepreneurial activity uncommon with respect to your usual modus operandi. However, for a financial future it may represent the reality of the present.

The latest congressional overhaul of American immigration policy will impact upon your systems. Increasing the numbers of entries into the United States will again find New York State the primary point of entry. Prior to the legislation, the Census Bureau estimated that about 90,000 people annually immigrate to New York from other countries. More than three million residents of New York above the age of five reported in the 1980 census that English was not the primary language spoken at home. More than 100 different languages are spoken in the State. If the historical pattern persists, these immigrants will use your facilities for the acculturation that must take place. Are you prepared to meet the needs of these new immigrants? The new law provides an opportunity for the recruitment of skilled immigrants and, coupled with a new effort to recruit minorities, provides opportunities for achieving the workforce of diversity within the profession.

There are many areas of participation that you must assess. Using your knowledge centers as the nucleus, what are the interaction parameters for consumerism, employment, training, vocational education and problems of individuals with disabilities? Since knowledge is central to the solution of most problems, how can an information center use this power to meet society's needs and maintain the vitality of the institution?

No matter what you choose to do, or how you presently operate, you should measure success and advertise your results. If this is done, uncharacteristic activities will ensue such as developing flowcharts, statistical analysis of operations, sales promotions and advertising of programs at an unprecedented level. Also, marketing would take place focused around current issues. The anticipated result would entail supply and demand justification for funding. Funding justification is also based upon the premise that the information center is valuable to everyone. Also, it is logical that the information center is ideally situated to inform the community about programs such as the "Excellence and Accountability Program," and the comprehensive "New Compact for Learning." You have a role to play not only in the planning but also in the implementation of these must ambitious plans to improve the educational achievement of students.

"Following Dewey's Paths" demands not a time of life but a state of mind, a temper of the will, a quality of imagination, a predominance of courage over timidity, and the appetite for adventure and success over the lover of ease and status quo.

If you assume your rightful role as information manager, you must continue to study, emphasize and implement the latest technologies that can be appropriately applied to the knowledge society. Telecommunications or networks such as TNT can link all libraries and establish an electronic doorway for all citizens. TNT can link with other networks such as NYSERNet (New York State-based), the InterNet (internationally based) and the proposed NREN (National Research and Education Network) for total access. Multimedia technology adds appeal and meaning to valuable information in subjects such as geography, art, history and other disciplines. The information manager is positioned to make information access easy and exciting for all, including the illiterate, the disadvantaged, individuals with disabilities, the elderly and

those who are isolated in rural communities and groups. Information delivery by knowledge management, or the librarian can be simplified through easy access, and all outreach services should be information-based, whether educational, social or economic, to enhance the probability of success. Such applications of information delivery will result in an increased visibility in the community with the concomitant political implications.

Finally, the information manager must always emphasize quality assurance; and must develop a system analysis in terms of a process; you must also keep abreast of user needs and community attitudes. It is also imperative that you follow trends in technology and make whatever changes are necessary to avoid obsolescence. And, the process should be in congruence with your expected outcomes.

CONCLUSIONS

"Following Dewey's Paths" demands not a time of life but a state of mind, a temper of the will, a quality of imagination, a predominance of courage over timidity, and the appetite for adventure and success over the love of ease and status quo.

We have seen revolutions in the role of women in society, social legislation, economic transformations, science and technology and world politics; not to mention the information explosion. Librarianship cannot remain undisturbed by these changes, and the question to you is whether you will shape and articulate the necessary tides of change, or will you allow your future to be proposed and implemented by others. The choice before you is unmistakably clear: you can either follow the easy path of the status quo, or you will follow the path of Melvil Dewey that will allow you to shape and mold the future of your profession as perceived through the prism of your own experience. I believe that you have no choice but to pursue the latter.

Walter Cooper *is a Regent of the University of the State of New York. He presented this paper November 7, 1990, in Albany at the New York Library Association Institute, "Following Dewey's Paths."*

NATIVE AMERICAN LIBRARIES AND THEIR LIBRARY SYSTEMS IN NEW YORK STATE

By Joseph F. Shubert

When, some 13 years ago, the New York State Legislature enacted a law providing permanent support for Indian libraries, it wisely provided a means for those libraries to become full members of public library systems. Since that time, New York State has provided some $1.7 million in operating support for four libraries serving Native American people on three reservations. But membership in the public library systems is perhaps as important as the aid for operations.

In an article published in the Summer 1989 issue of *The Bookmark*, Ethel Bray, Margaret Jacobs and Ramona Charles described how their libraries have matured, how they are serving today and some of their ambitions for the future. Ms. Bray is an expert on Native American libraries in New York State.[1] Ms. Bray brought her library into being and into the Chautauqua-Cattaraugus Library System. She, Margaret Jacobs (who founded the Akwesasne Library and Cultural Center) and Ramona Charles of the Tonawanda Band of Senecas are the deans of Native American library services in our State.

Their accounts of the senior citizen services, education information centers, the Mother's Day and Father's Day Card contests and cooperation with colleges and with community organizations and church groups give a strong sense of how well integrated the libraries are in the social life of their communities. The integration is also exemplified by the Seneca language classes at the Tonawanda Community Library, the Seneca Nation Library's cultural presentation and sponsoring snowsnake and lacrosse games and the Akwesasne bookmobile, which serves people and schools across the Canadian line. Both the Seneca Nation and Akwesasne libraries work closely with museums to provide people in the community, and visitors, with information and material to promote awareness and pride in their Indian heritage. Both also provide materials in native languages and hold classes in Indian arts and crafts. Their articles are important to a understanding of the relationship between library system membership and Native American library services.

THE SYSTEMS

Cooperative public library systems in New York State enable libraries of all sizes to work together and share resources. We have in New York 739 public libraries and their 337 branches, serving nearly 18 million people. All but two of the public libraries are members of the systems. The Seneca Nation Library is a member of the Chautauqua-Cattaraugus Library System and the Akwesasne Library and Cultural Center is a member of the Clinton-Essex-Franklin Library System in the Adirondacks.

The public library systems help their members serve the people who come to their community library. They also help their member libraries reach out and extend their services to people who, for one reason or another, do not make regular visits to their community library. The systems help their member libraries through interlibrary loan and other loan services, training workshops, coordinated collection development, delivery service and automation programs. The systems make sure that any library can get from its neighbors, or other libraries what it needs to meet the information demands of its users. In today's information society the systems have two missions: (1) to serve their member libraries, enabling them to improve their services to their users, and (2) to serve as a part of the statewide library network in sharing resources with all types of libraries.

INTERLIBRARY LOAN

The Native American libraries benefit from — and contribute to — both missions. For instance, interlibrary loan enables the Akwesasne Library to obtain from a college library articles from such specialized journals as Medical Aspects of Human Sexuality and Child Abuse and Neglect to help a school psychologist get the information she needs in working with children and their parents. Interlibrary loan helps the library provide a community college student with articles and data on career options. It helps that library provide a teacher with videos useful to her and the new adult learners with whom she is working.

Interlibrary loan and other resource sharing work both ways. Other libraries in the system benefit — some send their mobile users to browse and use the Native American collections of the Indian libraries; some obtain interlibrary loans. The library staff at Seneca Nation Library take pride in the fact that they have sent interlibrary loans to libraries in Arizona, and Akwesasne staff take pride in the fact that some of their books have been used by school children in the Bronx.

THE ELECTRONIC DOORWAY

Over the last decade our library systems have moved rapidly in using technology to build a computerized database of holdings in every type of library and to make information in databases available to the general public. We and the systems want to help any library to be an "electronic doorway" to information. At Akwesasne, for instance, in addition to the microfiche catalog of all the holdings in the three county system, there are microcomputers and a modem so that the staff can transmit interlibrary loan requests instantly and can participate in the electronic message system.

A loan request transmitted electronically can be sent on to the State Library if the library system does not locate the material closer to home. If sent to the State Library as part of our ExpressILL service, 9 times out of 10 the book or article will be shipped out the same day. The microcomputer that a Native American library uses as an electronic doorway also becomes a tool for individual library users. Children may use one software package for learning, and parents another to print a welcome banner or a community events notice.

PROGRAM SUPPORT

Such library system services as coordinated outreach, systemwide summer reading programs, job information projects and talking books strengthen the service that Native American libraries are able to provide to their users. The Seneca Nation libraries use system purchasing, cataloging and processing services. Bulk loans of large print books from the system allow library staff to assist older adults and persons with visual impairments continue their enjoyment of the printed word.

As in other member libraries, the more system services and programs that the Native American librarians are able to use, the more time they have for the person-to-person contact that is vital in community libraries. The Akwesasne newsletter, "Ka ri wen ha wi," shows how vital a community center the library is for people of all ages. In addition to announcements of library events and programs, a typical issue contains VCD information, food distribution schedules, announcements of classes in Native American crafts, notices of public hearings, fire department reports, Mohawk School news, job openings and sometimes even free kittens!

In the last four years we in New York State have expended considerable time and effort in evaluation of our standards for public libraries and we have before us recommendations for ten updated standards for library services and operations. The library systems are working with their members in various ways to help them achieve the proposed standards. I am pleased to report to you that both the Seneca and the Akwesasne libraries meet 9 of the 10 proposed standards. As you can see from the yellow sheet on which we summarize data on the numbers of libraries meeting standards, this is an achievement notably higher than that of the "average" rural library in New York State (made possible by system support and, in part, because the level of State aid to Indian libraries is higher than that available to other member libraries). One of the most solid strengths of the Indian libraries is the number of hours they are open and the fact that their hours stretch over six days of every week.

PARTICIPATION IN SYSTEM GOVERNANCE AND STATEWIDE FORUMS

Last year we received an external evaluation report on our library systems and the extent they help their member libraries. The systems got an A-plus on overall efficiency and effectiveness. The research showed that to provide the same level of services without systems would cost the State three-and-a-half times as much as the nearly $70 million we annually invest in systems. The report also recommended ways in which we could make our systems more effective, including greater participation on the part of member library directors and trustees.

The Indian libraries that are chartered by the Regents (two of them are; one is not) have active boards. Board members from these libraries have participated in the statewide library trustees institute and, starting this month, a trustee of the Seneca Nation Library serves on our LSCA Advisory Council.

The librarians participate in system committees and workshops. A couple of years ago, when the member librarians formed a "directors advisory council" to work more effectively with the system director, the librarian of the Akwesasne library was a founding member. The council has met at the Library and Cultural Center.

CONCLUSION

Services, systems and partnerships depend upon people. We are aware of how much more there is to do in New York State to improve library and information services to Native Americans. We can report bright spots, and it is clear that the users of the Indian libraries are fortunate in having topnotch people in their libraries. We are also fortunate that our library systems have the capacity to bring into their member libraries resources from far beyond the reservation, the county and the State. I believe our experience with the partnership of State aid, LSCA and various funding resources tapped by resourceful librarians and trustees in the Indian libraries can be significant to the National Commission.

I want to thank the Commission for sustained leadership in following up on the 1979 White House Conference resolutions calling for improved library service to Native Americans. In large part, it was Commission staff work that resulted in the enactment of LSCA Title IV. You con-

tinue to show leadership through the work of your Committee on Library and Information Services for Native Americans. Let me recommend three actions to the Commission.

In the interest of Native Americans in New York State, we urge the Commission to adopt policy and advocate actions that further strengthen Titles I and III of the Federal Library Services and Construction Act — these are the titles that enable Indian libraries to become full partners in library systems and networks.

We also encourage the Commission to adopt policy that encourages Indian nation libraries across the country to become members of systems and networks and to encourage the state library agencies and networks to reach out to the Indian libraries. The result of such policy will increase library services to thousands of Native American people and will enable the Indian libraries, like those described in the attached articles, to share in our multicultural society the library resources that are important to us as individuals and as a people.

Finally, I hope the Commission will recommend to Congress that the 1991 reauthorization of the Higher Education Act include scholarship and training funds needed to bring the nation's library work force in line with the people libraries must serve. We do not have enough Native American librarians; we do not have enough black, Asian, Hispanic librarians. If national objectives for a more productive, literate and democratic society are to be achieved, we must bring about change in our library work force. We need to have more diverse library school faculties, more minority people on our research teams and the whole spectrum of populations and cultures at work in all kinds of libraries. You have a great opportunity to help us achieve this.

REFERENCES

1 Jacobs, Margaret, Bray, Ethel E., and Charles, Ramona, "Native American Library Services," *The Bookmark*, v46, n4, Summer 1988. pp. 245-8.

Joseph F. Shubert *is State Librarian and Assistant Commissioner for Libraries, New York State Library. Mr. Shubert made this statement to the U.S. National Commission on Libraries and Information Science Committee on Library and Information Services for Native Americans at a hearing in Hartford, CT, October 24, 1990.*

THE SENECA NATION LIBRARIES

By Ethel E. Bray and Midge Stock

We represent the Seneca Nation Libraries, located on the Allegany and Cattaraugus Indian Reservations in southwestern New York. We will present our testimony by first outlining the facts and history regarding our libraries; how our libraries have fulfilled some of the goals outlined for the White House Conference; and how we feel services and funding could be improved in order for us to improve our services in those goal areas.

THE LIBRARIES

The Seneca Nation built two nearly identical structures on each of its reservations to serve as libraries and opened them to the public in 1979. Though located in proximity to non-Indian communities, the libraries' major service population consists of the more than 3,000 Indian people living on both reservations. This population includes approximately 800 school-age children on the Cattaraugus Reservation and approximately 300 school-age children on the Allegany Reservation. Over the years, the libraries have expanded their services to include programs on Iroquois historical topics, cultural presentation, annual Indian Art exhibits, seasonal crafts demonstrations, native games exhibitions, college courses (Cattaraugus Reservation only) and an audiovisual resource center with Native American materials. In 1988, the expanded services required building expansion, and a 24' x 28' addition was added to each library. These additions provided added conference and meeting room space, as well as room to house the extensive reference section on Native American books.

Funding for the libraries is derived fully from the State of New York, with limited assistance from the United States Department of Education. Regular fundraising activities are conducted to perpetuate the special programs offered by the libraries, including book sales, native foods luncheons and raffles. Some of the activities subsidized by the fundraising include children's programs, storytelling and prizes for holiday contests. Other services provided by the library are VHS tape and disc loan, senior citizen book delivery, large-print and audio books for the visually impaired elderly, college/career catalogues and interlibrary loan with other chartered public libraries in the State system.

OUR SERVICES FOR LITERACY, PRODUCTIVITY AND DEMOCRACY

Our libraries promote literacy by working cooperatively with the Seneca Nation Adult Education Programs and Cattaraugus County in training Seneca people as literacy volunteers. The Literacy Volunteer Program is conducting training for several weeks to initiate a program that will utilize the libraries and the Adult Education Program to promote greater literacy among the Indian community. Although we do not have precise statistics on the number of functionally illiterate people reside on the two reservations, other data points to a clear need for such services. For example, the Johnson O'Malley Program of the Seneca Nation provides tutorial services for K-12 students on both reservations, based on needs assessments conducted to design the program functions. The hard data has consistently supported the large number of students who are scoring below the local and national norms on standardized tests in the areas of the language arts. These data, coupled with dropout statistics on each reservation, (48 percent at Cattaraugus and 43 percent on Allegany) provide substantial support for the need for literacy promotion.

In the area of productivity, our services are limited as far as the definitions provided by the National Commission on Libraries and Information Science. Currently, training in computer and cataloguing is being provided to library staff only through an LSCA Title IV grant, and basic education courses are being provided (one course a semester) at the Cattaraugus Library. The staff training is in conjunction with SUNY at Buffalo, and the education courses are in conjunction with SUNY at Fredonia. Considering that there are limited businesses in the immediate area with which to link, cooperative arrangements with local businesses (as suggested) have limited feasibility.

The libraries contribute a great deal in the area of democracy. Probably the single greatest contribution of the Iroquois people to the history of the United States is in the very foundations of democracy, as the Confederacy had formed a democratic, representative form of government with a constitution prior to European arrival. This form of united government, based on laws, unity and representation of the people was observed and emulated in Franklin's Articles of Confederation and in the development of the United States Constitution.

Written and oral presentations of the founding of the Confederacy and its influence on the founding of the United States have been presented at the library, and numerous reference materials on the subject have been

purchased and publicized by the library. The library has also provided extensive written information on the Salamanca Lease, an unique situation wherein the entire city of Salamanca is under a 99-year lease, which expires in February 1991. When the lease negotiations first began, the library provided a lengthy treatise on the history of the leases since the late 19th Century. Public meetings were held at the library, and the library became a center for information on the leases.

The library also has hosted numerous meetings regarding "youth at risk," and the possibilities of working together with the non-Indian community to address common problems of youth, including alcohol/substance abuse, dropout, teen pregnancy, etc.

UNFILLED NEEDS

Clearly, the Seneca Nation Libraries have contributed greatly to the two reservation communities they serve, even in light of limited funding and staffing. However, there are a number of needs as yet unfulfilled:

1. There is limited interest among our youth in pursuing a career in library science, as well as limited funding to do so. There are few universities or colleges in the area that offer library courses. The present staff consists of mostly over-50 community members, most of whom are not in a position to return to school to pursue a library degree.

   Presently, there is pressure in the State of New York to require that all library directors have a Master's Degree in Library Sciences. With the present limitations and the lack of enthusiasm among the youth at the present time in pursuing library careers, it is highly unlikely that this requirement could be fulfilled.

   A possible alternative or solution might include more extensive training opportunities on site, as well as programs in local universities with education majors that provide classes or campus orientations to foster interest in library careers.

2. In keeping with the first point, it might be helpful to provide certain incentives for colleges (through grants, for example) to provide library-related courses and/or on-site trainings to encourage young people and adults to pursue library careers. The colleges could also provide regular satellite programs providing courses in areas cited by the tribe as needed professions/services, utilizing the libraries as the central training site.

3. Computer technology is an ever-increasing tool that is just beginning to emerge at the Seneca Nation. The purchase of computers and the provision of training at the libraries for children and adults would enable community members to use these tools, which have become so necessary to survival in today's world. The computers could be used for information storage, research, language and cultural preservation/instruction, and could be linked into clearinghouses for specialized research and information gathering.

4. The Allegany and Cattaraugus Reservations are extremely spread out, and service outreach remains a difficulty for the libraries. The Allegany Reservation spans 20,469 acres and the Cattaraugus Reservation spans 21,680 acres in mainly rural areas. Many families have no transportation and cannot utilize the libraries services to the fullest extent. Our libraries have competed for several years, without success, to obtain funding for a bookmobile, to expand services and provide effective outreach. We feel that most reservations face this challenge and sorely need bookmobiles to provide the optimum services to their communities.

5. Our libraries receive a number of donations from the community that constitute archival materials. The Seneca Nation does not have a single repository for archival materials, nor is there funding invested in the necessary supplies that must be used to preserve the materials. In order to better preserve and present this information and fulfill a goal of being an informational repository for the community, a concentration on funding and training in the development of libraries as archival services would be helpful.

Ethel E. Bray *is Director and* **Midge Stock** *is Chair of the Board of Trustees of the Seneca Nation Libraries. Ms. Bray was a full-time homemaker until 1974, when she became a library aide at the Silver Creek Central School. She was the first administrator of the Seneca Nation Library at Irving in 1979 and later became director of the Libraries. Ms. Stock is a teacher and in 1990 was Educator Director of the Seneca Nation. She currently is teaching at Jamestown Community College. Ms. Bray and Ms. Stock gave this testimony to the U.S. National Commission on Libraries and Information Science Committee on Library and Information Services for Native Americans at a hearing in Hartford, CT, October 24, 1990.*

WHY PUBLIC LIBRARY DISTRICTS?

By Joseph Eisner

Although the Legislature authorized the establishment of 22 library districts between 1962 and 1990, only 15 actually have been created. The statutory authorization for four has expired; two will probably never be created; voters rejected creation of another.

In 1987, the New York Library Association Legislative Committee issued a Task Force report, "Special Library Taxing Districts...." This paper comments on four issues covered in that report and reviews the current status of library district legislation.

Adequate funding. The NYLA report states: "For most libraries interested in the idea of a special district it is primarily a financial impetus: they do not receive adequate funding from the governing bodies of the towns they serve."

The creation of a special library district may or may not guarantee adequate funding. Of the 22 districts, 7 (e.g., Commack Public Library District, L. 1971, c. 834; Clifton Park Library District, L. 1985, c. 519; Town of Rosendale Public Library District, L. 1987, c. 530) submit their budget requests to a town board. In 13 instances, the enabling legislation specifically reserves to the town board the right to "...reduce the total [budget request] specified...and...levy taxes for the total of such expenditures as approved by said town less any estimated reserves." Thus, unless such enabling legislation were drafted specifically to authorize the trustees of the public library district to submit proposed budgets for voter approval, it would seem that library districts, if created, would not guarantee adequacy of funding by removing the public libraries thus created from the vagaries of town board actions.

While the creation of library districts might solve the problem of funding capital improvements for former association libraries, it must be borne in mind that for those association libraries for whom the creation of a public library district appears feasible, their status would be changed to a public library. To maintain their present status, an alternative might be to seek to secure sufficient additional monies from their contracting municipalities or school districts to pay debt service on a mortgage. Using this method, two libraries on Long Island, the Emma S. Clark Memorial Library in Setauket, and the Great Neck Library, both association libraries, have been able to borrow money to construct buildings. Both the Commissioner of Education and the New York State Supreme Court have upheld utilization of the contract provisions of Education Law §256 by association libraries to secure mortgage debt (In the Matter of the Appeal of Richard L. Boyle, 1969, Commissioner's Decision 7844, 7 Ed Dept Rept 102 [Great Neck Library]; Graf v Wollman, 1978, Supreme Court, Suffolk County (Index No. 78-20436) [Emma S. Clark Memorial Library]).

Generic enabling legislation. The report stated: "The Task Force found it very difficult to come up with a definition of a generic public library taxing district."

The rationale for the creation of a district is that the need for the service does not coincide with the boundaries of any established governmental entity: a county, city, town, village or school district. All of these are already authorized by general enabling statutes to create and maintain library service, but only for their entire geographic areas. Where it is desired to exempt portions of those areas, or cut across geographic lines, or both, specific descriptive boundaries must be set forth in the enabling legislation. Obviously, this will vary depending on the special circumstances of the geographic area to be served by the proposed district.

Where it is desired to exempt only specific areas in a geographic designation, such as all villages in a town, legislative authorization is generally simpler, but still required (see Appendix B for references to this type of legislation).

Limitation of terms of publicly elected library trustees. The report stated: "It is assumed that special district libraries legislation would include the two term limit set for library system trustees." This suggestion is probably a violation of the provisions of Article 14, section 1 of the U.S. Constitution, which states in part:

> "...Citizenship rights not to be abridged by States ....All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty or property, without the due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."

Certainly, the right to hold public office is both a privilege as well as a liberty. To be reelected indefinitely, unless constitutionally prohibited as in the case of the limitation

on terms of office of the President of the United States, is a right which no legislative action can abrogate. This would be a violation of a citizen's rights and the equal protection clause of the Fourteenth Amendment of the U.S. Constitution.

The statutory limitation on the terms of trustees of some library systems is possible because they are appointed officials, not directly elected by vote of the public as are most boards of education or school district public library board members. In some cases, library system trustees may also be appointed by county boards.

Employee benefits and status. The report stated: "One of the most frequently raised issues about special district library is whether or not employees would be under civil service. A recent ruling by the Attorney General [Op Atty Gen'l 86-72 (Inf)] implies that employees of special public library districts are public employees and thus would be subject to civil service law. This should be clarified."

The New York State Constitution, Article 5, section 6, states: "Appointments and promotions in the civil service of the state and all of the civil divisions thereof, including cities and villages, shall be made according to merit and fitness to be ascertained, as far as practicable, by examination, which, as far as practicable, shall be competitive...." Civil Service Law §2(5) defines "The 'civil service' of the State of New York or any of its civil divisions..." as including "...all offices and positions in the service of state or of such civil divisions....". "The 'service of a civil division' shall include all offices and positions in the civil service of any subdivision of the state...." (Civil Service Law §2(8)). Employees of water, park, sewer, lighting and garbage districts are in the civil service; thus, it is doubtful that employees of a public library district would not also be in the civil service.

REASONS FOR CREATING DISTRICTS

Nevertheless, there would appear to be a number of reasons for espousing the creation of public library districts in New York State, all related to one or more of the special circumstances in the accompanying box listing library districts (references are to entries in that list):

Voter action on establishing or extending service:

a) provide an opportunity for residents of areas unserved by public libraries to establish tax-supported public library service which would not otherwise be possible because these areas encompass only part of an entity that is authorized by general statutes to levy a tax for such service. Example: areas outside incorporated villages, but comprising only part of a school district which does not already have tax-supported library service (Shelter Rock Public Library District, L. 1962, c. 972; Commack Public Library District, L. 1971, c. 834).

b) extend tax-supported public library service beyond an existing area to a contiguous portion of a school district or township not currently taxed for such service (Franklin Square Library District, L. 1975, c. 849).

Voter action to avoid double taxation or duplicate service: exempt areas within contemplated service jurisdiction, in order to eliminate double taxation and/or duplication of library services. Examples: villages within the area of a township or school district supporting library service, to allow residents outside the villages but within the township or school district to tax themselves without imposing double taxation on the village or villages already supporting library service (Town of Ballston, L. 1957, c. 203; Town of Greenburgh, L. 1960, c. 642; Lakeview Library District, L. 1977, c. 403).

Other voter actions to:

a) extend area of service and taxing jurisdiction to increase revenue because existing sponsoring political subdivision is constitutionally limited in the amount of taxes that can be levied (Greater Poughkeepsie Library District, L. 1987, c. 524).

b) remove existing publicly supported library unit from vagaries of public or municipal funding action by changing taxing jurisdiction but without alteration of existing boundaries. Examples: a few school district public libraries have changed to special district status (Uniondale Public Library, L. 1963, c. 1017; Roosevelt Public Library, L. 1970, c. 840).

c) any combination of the above.

On the other hand, many existing association and public libraries may find that these circumstances do not apply, and that it might be simpler to seek broader based financial support by realigning their service areas to include school districts. In the case of some association libraries, this might involve changing their status to public libraries, or of negotiating contracts with additional municipalities and school districts in accordance with Education Law §256. For those trustees who seek to overcome the problem of municipal indifference in providing realistic budgetary allocations, experience indicates that school district public libraries, or association libraries having contracts with school districts, have achieved the best per-capita support of all libraries in New York State. This is a method of support which more library trustees should explore.

IF TRUSTEES WISH TO ESTABLISH A DISTRICT

For those trustees who think that the creation of a library district may be in the best interest of their institution and the public it serves, here are a few suggestions:

1) Analyze the problem or problems — will they be solved by the creation of a library district? Would reorientation to another taxing unit, such as a school district, achieve the same result?

2) If a library district is to be created, what are the geographical boundaries of the proposed service area? What other units of government having taxing authority would be involved? Will the service area of the proposed library district include all or only parts of these other entities?

3) Establish contact with the officials of these units. Explain what you are trying to do.

4) Contact local assemblymen and senators. Have them draft and introduce appropriate legislation. Review the various previously enacted statutes listed in Appendices A and B and decide which features are best in your particular situation.

5) Maintain contact with officials of units of government concerned. Mobilize public support for your bill. Have people contact the assemblymen and senators who introduced your bill, indicating support. Consult regularly with the introducers to determine problems and progress.

After your bill has been signed by the Governor, don't relax. Your work has only just begun!

Joseph Eisner *is Director of the Plainedge Public Library, Massapequa, NY. This article is based on a talk he presented at a meeting on "Special Library Districts," sponsored by the Public Library Directors Association and the New York State Association of Library Boards at the New York Library Association Convention, Lake Placid, NY, in October 1987.*

EXAMPLES OF SPECIAL PUBLIC LIBRARY ENABLING LEGISLATION

Library Districts

(NOTE: references are to New York State Session Laws; these enactments do not appear in either McKinney's or Consolidated Law Service)

1) L. 1962, c. 972 - Shelter Rock Public Library *[District established]*
2) L. 1963, c. 1017 - Uniondale Public Library (further amended by L. 1964, c. 779, L. 1966, c. 450, and L. 1973, c. 20) *[District established; did not require voter authorization for establishment]*
3) L. 1966, c. 853 - Hauppauge Public Library (further amended by L. 1971, c. 515) *[Authorization to establish not approved by electorate]*
4) L. 1968, c. 856 - North Shore Community Library (originally authorized by L. 1966, c. 940) *[Authorization to establish expired February 15, 1970, as provided in §14]*
5) L. 1970, c. 840 - Roosevelt Public Library *[District established; did not require voter authorization for establishment]*
6) L. 1971, c. 834 - Commack Public Library (originally authorized by L. 1969, c. 744 and c. 1009)[a] *[District established]*
7) L. 1973, c. 349 - Orangetown Public Library (further amended by L. 1975, c. 372) *[District established]*
8) L. 1975, c. 592 - North Valley Stream Library District *[Authorization to establish expired July 1, 1980, in accordance with L. 1978, c. 178]*
9) L. 1975, c. 593 - Green Acres Library District *[Authorization to establish expired July 1, 1980, in accordance with L. 1978, c. 178]*
10) L. 1975, c. 847 - Franklin Square Library District *[Proposal to create not yet voted upon by electorate as provided in §11]*
11) L. 1975, c. 739 - West Hempstead Library District *[Proposal to create not yet voted upon by electorate as provided in §11]*
12) L. 1977, c. 403 - Lakeview Library District (repealing L. 1963, c. 604) *[District established]*
13) L. 1977, c. 427 - Haverstraw Kings Daughters Library *[District established]*
14) L. 1985, c. 519 - Clifton Park Library District *[further amended by L. 1987, c. 116[b]; district established]*
15) L. 1987, c. 524 - Greater Poughkeepsie Library District *[District established]*
16) L. 1987, c. 530 - Town of Rosendale Library District *[District established]*
17) L. 1988, c. 158 - Town of Hurley Library District[a] *[District established]*
18))L. 1988, c. 409 - Town of East Greenbush Library District[a] *[District established]*
19) L. 1989, c. 211 - Town of Ulster Library District[a] *[District established]*
20) L. 1989, c. 499 - Town of Woodstock Library District[a] *[District established]*
21) L. 1990, c. 787 - City of Troy Library District[a] *[rejected by the electorate in 1990]*
22) L. 1990, c. 942 - Ethelbert B. Crawford Library District[a] *[bill with amendments to be considered by the Legislature in 1991]*

[a] Submits budget request to voters; capital funding request to town board

[b] Town boards may not change budget request submitted by library board

Exemptions of Already Taxed Areas Within Township Boundary

1) L. 1957, c. 203 - Town of Ballston Public Library
2) L. 1960, c. 642 - Town of Greenburgh
3) L. 1961, c. 598 - Town of Rye
4) L. 1963, c. 614 - Town of Mount Pleasant
5) L. 1964, c. 776 - Town of Hamburg

REPORT AND RECOMMENDATIONS OF THE 1991 NEW YORK STATE LIBRARY VISITING COMMITTEE

In 1844 (when John Tyler was President of the United States), the New York State Legislature enacted a statute that began: "The Regents of the University of the State of New York are hereby constituted and shall continue as the Trustees of the State Library." Prior to 1844, the Library had been under the control of a five-member board embroiled in Whig and Democratic politics.

The 1844 legislation required the Regents to select a librarian who "shall be constant in his personal attendance upon the Library, during the hours it shall be directed to be kept open" and the library was to be kept open each day of the year except Sundays. The Library has, of course, changed greatly over the 147 years in which the Regents have served as trustees. Late in 1990, the Cultural Education Committee reviewed the progress the Library made under the 1984 five-year plan for the Office of Cultural Education and considered priorities for the 1990-1993 period. In the course of that review, we considered the ways in which to exercise our stewardship as trustees and decided to organize a visiting committee for each of the three major institutions for which the Regents are directly responsible: The State Library, the State Archives and the State Museum. Each visiting committee includes Regents, legislators, representatives of users and professionals.

The State Library is one of the 100 largest research libraries in the nation. It has the world's largest collection of New York State publications and fine collections in law, health sciences, North American history and government. The collections and services of the Library are made available to State government and to the people of the State through new technology and telecommunications.

The committee is pleased to see the way in which the staff is tying library services to State priorities. We recommend additional collaboration with State agencies and a wider public information program; we encourage the Library staff to participate in development of a statewide information policy, in pursuing cooperation with Federal agencies and further participation in electronic networking. And finally, we note the importance of the strategies for using technology, increasing awareness of library services and their relationship to the economic development of the State and developing a staff that better represents the ethnic and cultural diversity of the State.

Education Commissioner Thomas Sobol has promised the Board of Regents action upon the committee's recommendations and a follow-up report late in 1991.

Walter Cooper, Regent

THE COMMITTEE REPORT

In December 1990, the Regents constituted a New York State Library Visiting Committee to review policy issues and institutional challenges relating to the collections and services of the Library. The Visiting Committee met on January 16, 1991. This is a report of our discussions and recommendations.

THE VISITING COMMITTEE PROCESS

In advance of the meeting, Mr. Shubert provided the Visiting Committee with background material on the State Library, including operational highlights, planning assumptions and strategies, and the 1989 Statement of Three-Year Priorities of the Office of Cultural Education. During the morning session, the Visiting Committee heard presentations addressing the status and quality of the State Library and outlining three important challenges facing the Library. These are: (1) inflation in the cost of materials, (2) the pace of technological change, and (3) the physical deterioration of collections. The Committee discussed their observations at a luncheon meeting and presented their findings in summary to Executive Deputy Commissioner Sheldon during the afternoon session.

THE LIBRARY AND ITS USERS

The Visiting Committee reviewed the status of the State Library as a nationally significant research library providing important services to the government and people of New York. Mr. Yavarkovsky, Director of the Library, provided a profile of the on-site users of the State Library. The Visiting Committee, took note of the large proportion of State government users (55 percent), users from business and industry (23 percent) and the fact that much use of the Library is now made from microcomputers in offices and libraries throughout the State that are linked to the State Library's online catalog. The Library also maintains service points in the Legislative Office Building and the Education Building. The Committee also noted the importance of the Library's statewide interlibrary loan service.

COLLECTIONS AND THEIR USES

Mr. Stanton, Principal Librarian for Reference Services, described the State Library's collections and their

uses. State Library collections reflect mandated service to the legal and medical professions as well as research support in subjects of importance to public policy, the economy and social services. Inflation in recent years has significantly exceeded increases in the acquisitions budget. Resource sharing agreements with SUNYA, Albany Law School Library and the Department of Health Library have helped make more effective use of acquisitions funds by avoiding unnecessary duplication. Subscribing to journals in microform instead of paper also saves money. There is need for a consistent and reliable source of funds for the purchase of materials.

BEYOND THE ONLINE CATALOG

Ms. Lane, Principal Librarian for Collection Acquisition and Processing, explained the current status of the automated systems and their impact on services. The State Library was among the first libraries in the nation to close its card catalog and use a computer-based online catalog. That system is now outmoded, costly to maintain and relatively difficult to use. A superior system is under development that will be able to: (1) provide consolidated access to collections of the State Library, State Archives and other State agency libraries, (2) be easier to learn and to use, and (3) function more effectively in a network environment. Because technology is changing so rapidly, the incremental development currently underway will complete the system in eight years but it will then be obsolete. Supplemental funding of $1.1 million would permit accelerated redesign and development in three years and a concomitantly longer service life.

PRESERVATION PROGRAMS AND POLICIES

The Committee visited the preservation laboratory, which is shared by the Library and the Archives for a presentation by Mr. Judd, Principal Librarian for Collection Management and Network Services. Poor environmental conditions and acidic paper chemistry have resulted in books and other printed materials that are deteriorating and in jeopardy of loss. Approximately 28 percent of the Library's book and journal collections is embrittled and now beyond use without microfilming or other special handling. The State Library uses microfilming and a number of other treatments to preserve its collections.

The lack of adequate environmental conditions (the Library is unable to control temperature and humidity; sharp variations speed the deterioration of acidic paper) contribute to deterioration. Binding since 1980 has been limited, and preservation of the collections requires expanded binding and microfilming. Optical disk technology holds promise for preserving information and disseminating it electronically. Staff suggested that, in the long term, it might be of value to have a mass deacidification facility for the libraries and archives of the State to share cooperatively.

VISITING COMMITTEE FINDINGS AND RECOMMENDATIONS

(1) Library and Information Services for New York in a Global Economy. The Visiting Committee notes that Governor Cuomo's 1991 Message to the Legislature emphasizes the need for expanding the State's share of the global economy and improved systems for transfer of research and technical information. The State Library (and other libraries throughout the State) have information resources needed for business expansion, economic development and research.

The Library has had great success in working with the Department of Economic Development to provide technical standards for small business. The Department of Economic Development Deputy Commissioner whose responsibility includes that Department's Division for the Division of Small Business has supported a small interagency grant to the Library to provide rush reference service to businesses that need Federal, military and industrial standards. He has attributed to the service "more than $3.8 million in government contract awards to New York State companies in a six month period in 1990." The Library's strategy for interagency collaboration is both timely and apt.

The Visiting Committee recommends that the Library replicate such specialized services, where feasible, with other Divisions of the Department of Economic Development and other agencies and organizations. The Committee also recommends that the Education Department link library program planning and requests for resources to

The New York State Library Visiting Committee

Shirley C. Brown, Regent
Meredith Butler, Director of Libraries and Dean of Library Faculty at the State University of Albany
Donald H. Cloudsley, Director of the Buffalo and Erie County Public Library and Chair of the Regents Advisory Council on Libraries
John B. Daly, Senator and Chair of the Senate Committee on Corporations
Hugh T. Farley, Senator and Chair of the Senate Subcommittee on Libraries
Cynthia Jenkins, Assemblywoman and Chair of the Assembly Subcommittee on Libraries
Mimi Levin Lieber, Regent
Edward C. Sullivan, Assemblyman and Chair of the Assembly Higher Education Committee
Walter Cooper, Regent and Chair of the Visiting Committee

the policies recommended by the Governor, particularly to those for strengthening the economy.

(2) The Library and other State Priorities. The Visiting Committee commends the Library's commitment to bring library resources to bear on problems being addressed by State government, such as AIDS and other health needs, improved adult literacy, drug abuse and educational system reform.

The State is making a substantial investment in the collections, staff and services of the State Library and believes the Library could be more fully used by the Legislative, Executive and Judicial branches of State government. The Visiting Committee believes that wider and more efficient use of information resources by State government offices is particularly important in a period of diminished resources.

State agencies and policymakers use the Library to varying degrees in conducting their work. The Library has developed formal and informal service agreements with State agencies and has found these useful in making information available efficiently. Greater collaboration would stimulate more use of the Library and better informed State agency operations. This would benefit the people of the State directly, through services they receive from the State Library and library systems, and indirectly through government-provided services and policies.

The Committee sees interagency relations and an expanded public information program as an effective way to promote State Library service, gain support for the Library and exploit the collections to greater effect. The proposal for affiliation with the Library of Congress and designation of the State Library as a Center for the Book could help in promoting State Library services. The leadership of Commissioner Sobol, Legislative leaders, and the Executive Chamber will be important in making government staff more aware of Library services.

The Visiting Committee recommends the Library develop additional and expanded collaborative relationships with State agencies. The Visiting Committee also recommends affiliation with the Library of Congress as a Center for the Book and a sustained public information program, improved communication and aggressive marketing efforts so that the Library's resources will become better known and more effectively used. The Committee also recommends that the objective of such action be clearly seen as that of increasing knowledge-based decisions by agencies as a means of increasing productivity and efficiency.

(3) State Information Policy. There is need for a statewide information policy to ensure more effective management and use of data and information resources. *The Visiting Committee urges the development of such a policy, taking account of the successful efforts of other states such as Kentucky and Florida.* Information retention and preservation should be prominent in the statewide information policy, including encouragement to use alkaline paper for information intended to be kept permanently.

(4) Relationships with Federal Agencies. The Visiting Committee is impressed with the extent and quality of the Library's collection and computerized information services. The Committee congratulates the Library upon its ability to participate in pilot programs developed by the Library of Congress, the U.S. Department of Energy, the Patent Office and others to make information available to the government and people of the State. *The Visiting Committee recommends the library continue to pursue cooperation with Federal agencies to provide information within New York State.*

(5) Technology and Networking for Making Information Resources Available. The Visiting Committee encourages the improvement of the online catalog system to make it more flexible, easier to use and more widely accessible. The goal in this is to improve reader productivity by empowering readers so they devote less time to finding the information they need and more time to using it. Users value online access to information and it is important that users with limited experience, as well as more sophisticated users, be able to employ this tool.

The Committee also encourages the Library to view the entire State as its constituency and to relate its online system planning to the vision outlined in the *Libraries & Technology* plan. The Committee urges expanded cooperation with other research libraries, State agencies and the Archives, and full participation in national networking developments.

The Committee recommends that additional attention should be given to providing statewide access to information resources and to fuller use of the Library's impressive collections and services. The Visiting Committee encourages State Library participation in NYSERNet to exercise leadership in networked information services and as an effective way to expand the availability of information.

(7) The Library's Planning and Management Strategies. The assumptions upon which the Library bases its current planning and the strategies described to the Committee in the attached "Planning Assumptions and Strategies Excerpted from the New York State Library Program and Action Document, 1988-93" are sound and even more important in the State's current fiscal situation. *The Committee particularly recommends strategies 1, 2, 4 and 8 as outlined on page D of the attachments to this document.*

This report is transmitted by the Visiting Committee members who were able to be present January 16. Regent Shirley C. Brown and Senator John B. Daly were unable to participate on that day.

Wednesday
April 17, 1991

Location:

Time:

during
National Library
Week

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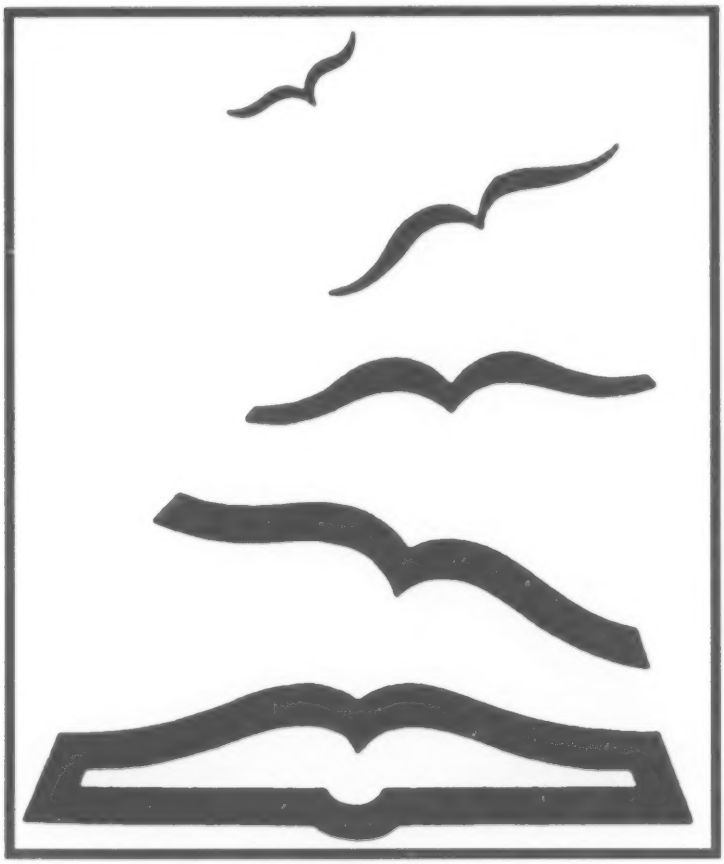

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